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ABSTRACT

TEACH is a partnership program involving California State University, Bakersfield (CSUB), College of the Canyons (COC) and the Newhall and Hart School Districts to provide students with supervised fieldwork and specialized support services while pursuing a California teaching credential. This Spring 2002 TEACH evaluation reports on surveys of COC TEACH and Americorps students, Americorps mentor teachers, COC/CSUB TEACH transfer students, and former TEACH students no longer active in TEACH. The surveys were conducted to assess participants' experiences with the COC's TEACH/Americorps program and to gather suggestions for program improvement. The sample was small (32 TEACH students and 17 mentor teachers responded, out of 360 invited participants), but the report argues that the results can be useful when combined with other information. Some of the results of the survey presented in the report include the following: (1) 73% of COC TEACH respondents indicated that they are either satisfied or very satisfied with the availability of TEACH staff; (2) 55% were either satisfied of very satisfied with support provided by TEACH staff; (3) 32% were satisfied or very satisfied with the overall preparation they received for tutoring in the elementary schools; and (4) 54% were satisfied or very satisfied with the overall preparation they received for a future teaching career. Makes recommendations for improvement. Research instrument appended. (NB)

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TEACH Evaluation Spring 2002

Report # 125

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July 2002

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TEACH Evaluation
Spring 2002

Executive Summary

The Office of Institutional Development and Technology conducted surveys of

a) COC TEACH and AmeriCorps Students
b) AmeriCorps Mentor Teachers
c) COC / CSUB TEACH Transfer Students*
d) Former TEACH Students no longer active in TEACH*

*Phone surveys were conducted for COC CSUB TEACH Transfer Students and Former TEACH Students.

during the Spring 2002 semester to assess their experience with COC's TEACH / AmeriCorps program and to gather suggestions for program improvement.

In addition, the *Office of Institutional Development and Technology* conducted semi-structured interview sessions with high school students from Hart High School and Valencia High School in May 2002 to assess their interest in teaching, awareness of College of the Canyons TEACH program, and to gather information about the high school Future Teachers' Club. A semi-structured interview session was also conducted with COC AmeriCorps students in June 2002 to assess their opinion of COC's TEACH / AmeriCorps program and to gather suggestions for program improvement.

Although the sample size was quite small (32 TEACH student respondents and 17 mentor teacher respondents) and, thus, results should be viewed with caution, the information can be useful when combined with other information. Overall, TEACH student respondents indicated their level of agreement to be **"agree" or "strongly agree"** with the following statements regarding the TEACH program*:

- Availability of TEACH staff **(73%)**.
- Support provided by TEACH staff **(55%)**.
- Overall preparation you received for tutoring in the elementary schools **(32%)**.
- Overall preparation you received for our future teaching career **(54%)**.
- Preparation you received for the CBEST exam **(54%)**.
- Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training) **(69%)**.
- Information packet distributed at TEACH orientation **(61%)**.
- Effectiveness of General Studies 096 **(30%)**.
- Effectiveness of General Studies 105 **(50%)**.

*Respondents indicating "N/A" were omitted from the analysis.

Respondents were asked to indicated what TEACH activities they have taken part in. Of the 32 respondents, **34 percent** (11 respondents) indicated that they have not taken part in any of the TEACH activities. The top five TEACH activities respondents indicated taking part in were AmeriCorps **(31%)**, General Studies **(28%)**, General Studies 096 **(22%)**, Future Educator Club and CBEST Workshops **(16%, each)**.

The top three ***levels of teaching*** respondents indicated to be of most interest to them were:

- ***"Elementary K-6"*** **(41%)**
- ***"High School"*** **(31%)**
- ***"Junior High"*** **(22%)**

The top five ***school districts*** respondents indicated they will seek employment in were:

- ***"LA Unified"*** **(34%)**
- ***"Saugus Union School District"*** **(34%)**
- ***"William S. Hart Union High School District"*** **(28%)**
- ***"Newhall School District"*** **(25%)**
- ***"Castaic Union School District"*** **(19%)**

College of the Canyons AmeriCorps Members indicated learning many valuable lessons about teaching from the AmeriCorps program, including:

- "[The] benefits for the students we are tutoring."
- "[Behaviorally] it helped us learn about their development. It really opened my eyes a lot."
- "[I learned that] a lot of kids really need help. It's really too bad that we don't have more time to give them. It's hard to walk away from them and not give them more time."
- "It's not just about reading. [I learned that] there are multiple ways to teach."
- "I have new respect for teachers."

Upon review of the comments from AmeriCorps students during the semi-structured interview session held in June, consideration should be given to exploring ways that AmeriCorps deadlines, activities, and meetings can be more aligned with class and work schedules of its members.

Mentor teachers

The following percentages of employers indicated their level of agreement with the statements regarding AmeriCorps tutors' competencies to be **"agree" or "strongly agree"**:*

- Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension) **(69%)**
- Is competent in working with your students **(94%)**
- Makes tutoring sessions enjoyable and interesting for the students **(89%)**
- Comes prepared to your classroom with lessons for the students **(87%)**
- Collaborates with you in planning lessons **(60%)**
- Is reliable and punctual **(81%)**
- Communicates effectively with you and your colleagues **(83%)**
- Effectively helped your students improve their literacy skills **(88%)**
- Understands the literacy level of your students **(65%)**

*Respondents indicating "N/A" were omitted from the analysis.

Eighty-eight percent of respondents indicated that they work directly with the AmeriCorps / Team TEACH student in their classroom. **Sixty-nine percent** of mentor teacher respondents indicated that there is an "ideal" length of time to be spent with each child. The "ideal" times indicated by mentor teachers ranged from ***15 minutes to 45 minutes.***

Overall, open-ended comments by mentor teachers indicated that their experience with AmeriCorps has been positive and they are looking forward to continuation of the program. Some comments regarding mentor teacher satisfaction with the program include:

- "I have enjoyed having AmeriCorps students helping in the classroom."
- "I love this program. The volunteers are dedicated to it and work hard to make a difference that counts."

- "I had a Hispanic student that was not reading at grade level in English or Spanish and after working with the AmeriCorps student, the student was brought up to grade level in both English and Spanish."

Other comments and / or suggestions by mentor teachers indicated the following:

- Set aside time for AmeriCorps volunteers to meet one-on-one with their mentor teacher for lesson planning and to discuss any concerns or problems they are having.
- Provide volunteers a schedule of times, dates, room and teacher placement to alleviate confusion with elementary schools on tracks.
- Provide opportunity for students taking General Studies to come into the elementary classrooms and practice some of the techniques taught in the course.

Future Teacher Club

Sixty-seven percent of Future Teacher club members, from Valencia and Hart High Schools in attendance during the May semi-structured interview session, indicated they were interested in teaching either at the junior high or high school level and 28 percent indicated their interest to be teaching at the elementary level (K-6).

Thirty-one percent of respondents expressed interest in concurrently enrolling in General Studies 105 pending agreement between COC and the Wm. S. Hart Union High School District. ***Only* 12 percent** of respondents indicated being aware of COC's partnership with CSUB and ***less than 1 percent*** has received information in the mail from TEACH, which was addressed to her sibling. TEACH might be able to increase awareness of the program and its benefits by conducting more direct mailings to high school students.

Participants in the Future Teachers Club expressed a need for training in tutoring students. Currently, one activity Future Teacher Club members take part in is tutoring elementary school students. However, students expressed a need for further training. One respondent stated, "[We] need workshops on teaching, tutoring and resources."

Other areas students expressed a need for include:

- Assistance in creating lesson plans
- Opportunity to assist teachers in a capacity similar to that of student teachers under the guidance of the home room teacher.
- Assistance with fundraisers to help support their club, so that they can take part in activities designed to prepare them for teaching.

Consideration should be given to inviting Future Teacher Club members to COC TEACH / AmeriCorps activities focused on tutoring; as well as other workshops that would assist them in the pursuit to be a teacher. In addition, consideration should be given to exploring ways COC's TEACH / AmeriCorps program can be of assistance in collaborating with the Future Teacher Clubs on fundraising activities and / or ways to bring TEACH / AmeriCorps workshops to Future Teacher Club meetings.

Summary, Conclusions, and Recommendations

Overall, respondents' comments showed satisfaction with COC's TEACH program. Upon review of the survey results the following recommendations should be taken into consideration for the TEACH / AmeriCorps program:

Outreach efforts. Consideration should be given to increasing outreach methods to current TEACH / AmeriCorps participants, former TEACH / AmeriCorps students who have terminated the program, and future participants such

as high school students, including Future Teacher Club members. Outreach consideration should be given to suggestions indicated by respondents such as:

- Visiting high schools starting in students' sophomore year.
- Providing more TEACH / AmeriCorps materials to high school and COC counselors to distribute to students expressing an interest in teaching.
- Inviting Future Teacher Club members to COC TEACH / AmeriCorps activities.
- More direct mailings to current TEACH / AmeriCorps members, former TEACH / AmeriCorps members, high school sophomores, juniors and seniors, including Future Teacher Club members.
- More outreach on campus to COC students through billboard postings and classroom presentations.

Other comments and suggestions related to improving communication and increasing participation that should be taken into consideration include the following*:

- Providing more local conferences or workshops
- Offering positions within school districts for TEACH students to work and attend college.
- Offering weekend online and or CTV classes for working adults.
- Placing more emphasis on programs for secondary education.
- Providing more accessibility and opportunities for students to be involved in TEACH / AmeriCorps.
- One-on-one counseling appointments with information on the TEACH program to help students understand the requirements involved.
- Time for one-on-one contact between AmeriCorps tutors and their mentor teacher.
- Time for AmeriCorps tutors to discuss their tutoring experiences with one another.
- Exploring the best times for tutors to be in the elementary classroom.
- Mentor teacher orientation to improve communication between COC and the elementary schools.
- More alignment between COC and CSUB counselors, so that students do not take units at COC that can be taken at CSUB where students would receive university units.
- Providing clearly defined "list of expectations" for mentor teachers.
- Continued use of "Daily Interactive Logs" and "Time Logs" by AmeriCorps tutors.
- Inviting mentor teachers, that are "respected and liked" by AmeriCorps members, to come to COC and speak with TEACH / AmeriCorps students as a group.
- Communicate through email to mentor teachers and AmeriCorps members.
- Providing more tutor training and preparation for AmeriCorps students.
- Incorporating a tutor activity into General Studies in which students go in as a group to one of the elementary classrooms and actively practice their tutoring techniques with the elementary students before they enter the classroom on their own.
- Providing TEACH workshops for lesson planning.

*For detailed list of comments and suggestions see pages 37-38 of the TEACH Evaluation - Spring 2002 report.

While overall comments regarding the TEACH program were positive, the program should maintain sensitivity to students who identify problems and work towards generating and implementing solutions.

Table of Contents

Introduction 2
Methods 3
Major Findings 8
Conclusions 31
Appendix A: Survey Instruments ..... A-I
Appendix B: Response Frequencies:
Summary Counts and Percentages of Responses ..... B-I
Appendix C: Open-ended responses ..... C-I

Index of Figures and Tables

Figures

Figure 1. How Respondents Learned About TEACH. 10
Figure 2. Level of Teaching Indicated to Be of Most Interest to TEACH Student Respondents 11
Figure 3. School Districts TEACH Students Are Planning to Pursue for Employment 11
Figure 4. Degree Plans for COC TEACH Student Respondents 12

Tables

Table 1. Level of Satisfaction with Various Aspects of the COC TEACH Program Indicated by COC TEACH Students 8
Table 2. Extent to Which Mentor Teachers "Agree" or "Strongly Agree" with Statements Regarding AmeriCorps Tutor's Competencies 25

Introduction

The Office of Institutional Development and Technology conducted surveys of

a) COC TEACH and AmeriCorps Students
b) AmeriCorps Mentor Teachers
c) COC / CSUB TEACH Transfer Students*
d) Former TEACH Students no longer active in TEACH*

*Phone surveys were conducted for COC CSUB TEACH Transfer Students and Former TEACH Students.

during the Spring 2002 semester to assess their experience with COC's TEACH / AmeriCorps program and to gather suggestions for program improvement.

In addition, the *Office of Institutional Development and Technology* conducted semi-structured interview sessions with high school students from Hart High School and Valencia High School in May 2002 to assess their interest in teaching, awareness of College of the Canyons TEACH program, and to gather information about the high school Future Teachers' Club. A semi-structured interview session was also conducted with COC AmeriCorps students in June 2002 to assess their opinion of COC's TEACH / AmeriCorps program and to gather suggestions for program improvement.

Phone interviews were conducted with students who terminated the TEACH / AmeriCorps program to assess their opinion of the TEACH program, determine what factors led to their termination and gather suggestions for program improvement. Finally, phone interviews were conducted with COC TEACH students who have transferred to California State University Bakersfield (CSUB) to complete their teacher education to assess their opinion of COC's TEACH / AmeriCorps program, CSUB's teacher prep program and gather suggestions for program improvement. COC TEACH students who transfer to CSUB's teacher prep program take their classes on COC's campus.

AmeriCorps students were invited to set up a one-on-one meeting with the Office of Institutional Development to discuss their experiences with the TEACH / AmeriCorps program and to offer suggestions for program improvement. A current AmeriCorps member set up a meeting with the Office of Institutional Development and Technology to discuss successes and barriers experienced in the program; as well as, to provide suggestions for program improvement. This report presents the feedback obtained from the semi-structured interview sessions, phone surveys, and the one-on-one meeting with the AmeriCorps student. The results of this survey are intended for use by TEACH as

they engage in a self-evaluation process. This report also presents findings according to the mailed survey layouts and formats used for the semi-structured interview sessions.

Methods

Mailed Surveys

The Office of Institutional Development and Technology, along with Alison Hanks-Gebre, COC TEACH Director, developed a questionnaire that contained closed-ended questions intended to assess respondents opinions of and experience with COC's TEACH / AmeriCorps program. Response alternatives for the TEACH Student Survey and the Mentor Teacher Survey were as follows:

COC TEACH Students:

- *TEACH Program Evaluation* portion (questions 1-9):
  'Very Dissatisfied', 'Dissatisfied', 'Neutral', 'Satisfied', 'Very Satisfied' and 'N/A'.
- Questions 10-12 concerning aspects of COC: See Appendix A
- *Education and Career Goals* portion: See Appendix A

AmeriCorps Mentor Teachers:

- *Competencies of AmeriCorps Mentors* portion (questions 1-9):
  'Strongly Disagree', 'Disagree', 'Agree', 'Strongly Agree' and 'N/A'.
- Question 10-11 concerning pursuing education at COC: 'Yes' and 'No'

See Appendix A for a copy of the Survey and a copy of the cover letter to survey participants.

Open-ended questions were also included to gather comments regarding College of the Canyons TEACH / AmeriCorps program. Respondents were asked to:

COC TEACH Students:

- Please tell us what aspects or services offered by TEACH were most beneficial to you and why.
- Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.
- Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.

AmeriCorps Mentor Teachers:

- Is there an "ideal" length of time spent in a room with a student? If yes, please specify.
- Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers.
- What can AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools?
- Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness.
- In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers.
- Please use the space below to share comments or suggestions about our program or students.

No attempt was made to identify or link any completed surveys with a particular respondent.

Surveys were sent to:

- 310 COC TEACH students
- 50 AmeriCorps Mentor Teachers:
  Newhall, Peachland and Rio Vista Elementary Schools

during Spring 2002 resulting in **360** invited participants. All participants were selected from mailing lists compiled by the COC TEACH office. During the week of May 15, blank surveys were mailed to each identified survey participant with an explanatory letter detailing survey intent and instructions with the exception of Newhall and Peachland Elementary Schools. The *Office of Institutional Development & Technology* attended a reception for AmeriCorps Mentor Teachers at both Peachland and Newhall Elementary Schools hosted by the TEACH office during the month of June. Surveys were given to attendees during the reception and the administrators at each school were asked to distribute surveys to mentor teachers not present at the reception. Survey participants were instructed to return the completed surveys using the enclosed stamped envelope to the Office of Institutional Development & Technology (IDT) by June 15, 2002.

Out of the 360 surveys distributed (310-COC TEACH students and 50-AmeriCorps Mentor Teachers), forty-nine (49) surveys were completed and returned, resulting in the following response rates:

- COC TEACH Students-10%
- AmeriCorps Mentor Teachers-34%

Semi-Structured Interview Sessions & Phone Surveys

The Office of Institutional Development & Technology, along with the TEACH Office developed questions for the high school Future Teachers Club, AmeriCorps members, students who have terminated from the TEACH / AmeriCorps program and TEACH students who have transferred to CSUB. Questions for the high school Future Teachers Club members were intended to assess high school Future Teacher Club participants' interest in teaching, the many facets of the high school Future Teachers Club and participants' awareness of COC's TEACH program. Questions developed for the AmeriCorps members were intended to assess their opinion of COC's TEACH / AmeriCorps program and to gather suggestions for program improvement. Questions for each of the aforementioned groups are listed below.

High School Future Teachers Club

The Future Teacher Club is a student-centered group that explores the facets of the teaching career from university programs to preparing for the classrooms. Students from the Valencia High School and Hart High School Future Teachers Clubs visited College of the Canyons in May 2002 to explore their future in teaching. One of the activities planned for the high school students was to take part in a semi-structured interview session. The 42 high school students were divided in two groups by a TEACH staff member. Each group of students took part in a 30-minute semi-structured interview session led by the Office of Institutional Development and Technology. Participants were given a brief introduction of the TEACH grant and the function of evaluation. The Office of Institutional Development transcribed notes taken during the two sessions upon conclusion of the second session.

1. What level of teaching are you most interested in?
2. If you are interested in teaching at the junior high level or higher, what subject most interests you?
3. Briefly describe your Future Teacher Club (e.g., activities, structure, etc.).
4. What factors made you want to join the Future Teacher Club?
5. What makes you want to pursue teaching as a profession?
6. What activities would you like to take part in to help prepare to be a teacher?
7. What resources are available to you at your high school to inform you about COC and the TEACH program?
8. What can COC provide you that would be helpful in your pursuit to become a teacher?
9. COC will be pursuing a partnership with the Hart School District, in which students would be able to concurrently enroll in General Studies 105 and receive service credit for your high school requirement. How many would be interested in taking part in GS 105?
10. How many of you have taken part in the elementary student tutoring opportunity offered in your Future Teacher Club?
11. Are you aware of COC's partnership with CSUB? If not, would be interested in hearing about the partnership?

College of the Canyons AmeriCorps Members

AmeriCorps members were invited to take part in a semi-structured interview session with the Office of Institutional Development in June 2002. Eleven members were present for the one-hour session. Questions for the session included:

1. Please describe or explain what you have learned from the AmeriCorps program?
2. Was the availability of resources and supplies adequate to meet your needs?
3. Please evaluate the variety of training opportunities made available to you (e.g., workshops, retreats, conferences, etc.).
4. What was the most / least valuable training opportunity to you and why?
5. Please evaluate the interaction and availability of the AmeriCorps staff.
6. Please evaluate how the staff and teachers at your respective elementary schools interact with you.
7. Please evaluate the General Studies courses in their effectiveness to prepare you for tutoring in the classroom.
8. Do you have any suggestions on how the TEACH / AmeriCorps program can be improved?
9. Are there any other comments that you would like to make regarding the TEACH / AmeriCorps program that has not been addressed?

Students Who Terminated the TEACH / AmeriCorps Program

The TEACH office provided the Office of Institutional Development and Technology with a list of students who stopped participating in the TEACH / AmeriCorps program since Spring 2001. Seven students were listed as terminating the program. Of the seven students, five had valid phone numbers and two numbers had been disconnected. The Office of Institutional Development called each of the five identified students with valid phone numbers. If students were not available, a message was left regarding the purpose of the call and students were asked to call the Office of Institutional Development & Technology. A maximum of three messages were left for students who were not available at the time the office called. The Office of Institutional Development made contact with two students who provided feedback regarding the TEACH / AmeriCorps program, including why they no longer take part in the program. Questions developed for these students were intended to assess their opinions of the TEACH / AmeriCorps program and what led to their termination from the program. Questions included:

1. What was beneficial about the program?
2. Were there any problems in the program that made it less effective?
3. Why did you stop participating in TEACH?
4. What suggestions or recommendations do you have?
5. What terms were you involved with TEACH / AmeriCorps?

TEACH / CSUB Transfer Students

The TEACH office and CSUB provided the Office of Institutional Development with a list of students who have transferred from COC's TEACH program to CSUB's teacher prep program. The Office of Institutional Development called each of the five identified students. If students were not available, a message was left regarding the purpose of the call and students were asked to call the Office of Institutional Development & Technology. A maximum of three messages were left for students who were not available at the time the office called. Of the five identified COC TEACH alumni who have transferred to CSUB, two students were available for comment. The Office of Institutional Development made contact with two students who provided feedback regarding the TEACH program and CSUB teacher prep program. Questions developed for these students were intended to assess their opinions of the TEACH and CSUB teacher prep programs. Questions included:

1. Please indicate the term (s) in which you have participated in TEACH?
2. Please indicate which TEACH activities you have taken part in?
3. How did you learn about the TEACH program?
4. Please tell us what aspects or services offered by TEACH were most beneficial to you and why?
5. What other support or activities could be provided to better prepare COC TEACH students to transfer to CSUB?
6. Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.
7. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

AmeriCorps Member

AmeriCorps members were invited to contact the Office of Institutional Development to discuss their experiences with TEACH / AmeriCorps, including any barriers and / or suggestions for program improvement. One AmeriCorps member contacted the Office of Institutional Development and Technology to arrange a one-on-one meeting. The meeting was non-structured as to allow the AmeriCorps member the freedom to express experiences, barriers and suggestions for the TEACH / AmeriCorps program.

Major Findings

COC TEACH Students

Part A: TEACH Program Evaluation

Respondents were asked to indicate their level of satisfaction with various aspects of the TEACH program at College of the Canyons. Response alternatives were "Very Dissatisfied", "Dissatisfied", "Neutral," "Satisfied," "Very Satisfied," or "N/A". Respondents were asked to rate the following aspects of the TEACH program:

1. Availability of TEACH staff.
2. Support provided by TEACH staff.
3. Overall preparation you received for tutoring in the elementary schools.
4. Overall preparation you received for your future teaching career.
5. Preparation you received for the CBEST exam.
6. Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training).
7. Information packet distributed at TEACH orientation.
8. Effectiveness of General Studies 096
9. Effectiveness of General Studies 105

Table 1 illustrates the level of satisfaction indicated for each aspect listed in below by COC TEACH students.

Table 1: Level of Satisfaction with Various Aspects of the COC TEACH Program Indicated by COC TEACH Students

Item #	Very Dissatisfied %	Dissatisfied %	Neutral %	Satisfied %	Very Satisfied %	N/A %
1. Availability of TEACH staff.	3	0	23	39	32	3
2. Support provided by TEACH staff.	3	0	39	16	36	7
3. Overall preparation you received for tutoring in the elementary schools.	10	3	23	7	10	48
4. Overall preparation you received for your future teaching career.	6	9	19	22	19	25
5. Preparation you received for the CBEST exam.	6	6	6	9	13	59
6. Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training).	3	3	16	23	29	26
7. Information packet distributed at TEACH orientation.	7	7	17	30	17	23
8. Effectiveness of General Studies 096.	7	7	10	7	3	67
9. Effectiveness of General Studies 105.	0	10	10	7	13	60

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The following percentage of COC TEACH respondents indicated that they are either **"satisfied" or "very satisfied"** with the following aspects of the TEACH program (respondents indicating "N/A" were omitted from the analysis):

- Availability of TEACH staff **(73%)**.
- Support provided by TEACH staff **(55%)**.
- Overall preparation you received for tutoring in the elementary schools **(32%)**.
- Overall preparation you received for our future teaching career **(54%)**.
- Preparation you received for the CBEST exam **(54%)**.
- Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training) **(69%)**.
- Information packet distributed at TEACH orientation **(61%)**.
- Effectiveness of General Studies 096 **(30%)**.
- Effectiveness of General Studies 105 **(50%)**.

TEACH Participation Terms

Respondents were asked to indicate which term (s) they have participated in TEACH. Response alternatives were "Fall 2000", "Spring 2001", "Fall 2001", or "Spring 2002". Respondents indicated participating in TEACH during the following terms:

- Fall 2000 **(9%)**
- Spring 2001 **(25%)**
- Fall 2001 **(50%)**
- Spring 2002 **(75%)**

TEACH Activities

Respondents were asked to indicate which TEACH activities the have taken part in. For response alternatives, see Appendix A. **Eleven** of the **32** respondents **(34 percent)** indicated that they have not taken part in any TEACH activities. The top five TEACH activities respondents indicated taking part in were:

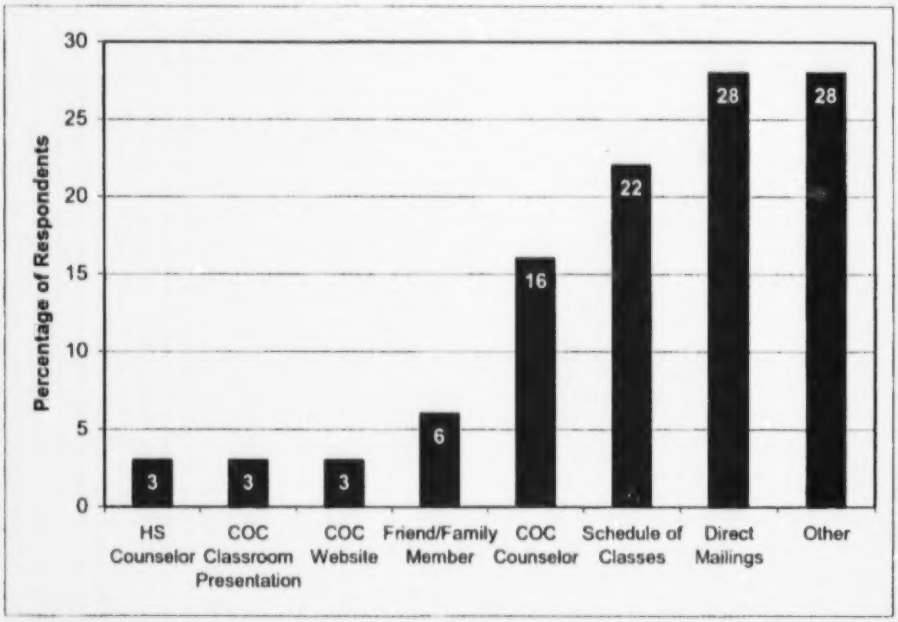
- AmeriCorps **(31%)**
- General Studies 105 **(28%)**
- General Studies 096 **(22%)**
- Future Educator Club **(16%)**
- CBEST Workshops **(16%)**

For more detailed information See Appendix B.

Information about TEACH

Respondents were asked to indicate how they learned about the TEACH program at COC. Figure 1 shows the percent of respondents who learned about TEACH from direct mailings, high school counselor, COC counselor, COC classroom presentation by TEACH staff, the College's home page, COC Schedule of Classes, friend or family member, or other media sources.

Figure 1 **How Respondents Learned About TEACH**



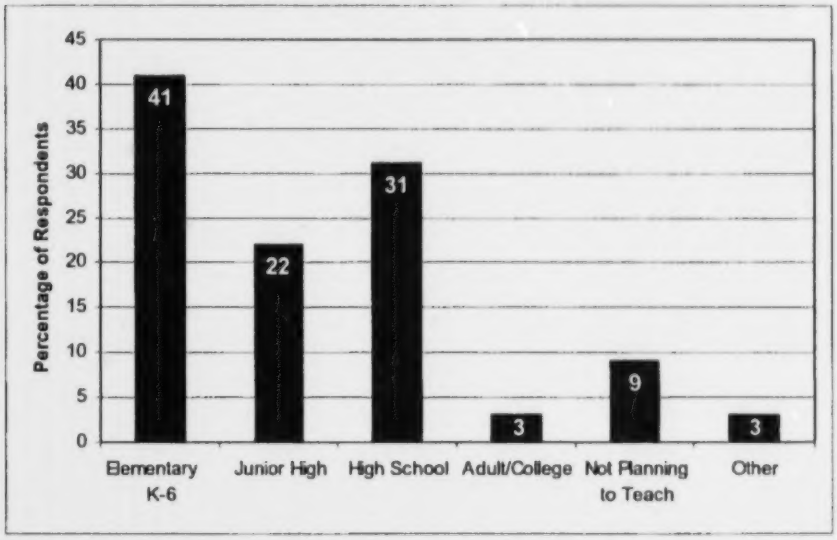
As shown in Figure 1, **twenty-eight percent** of respondents indicated learning about TEACH through *direct mailings* to their home, followed by the *COC Schedule of Classes* **(22%)**, *COC Counselor* **(16%)**, *Friend or Family Member* **(6%)** and *High School Counselor, COC Classroom Presentation* and the *COC Website* **(3%, each)**. The top "other" way respondents indicated learning about TEACH was from "billboards". See Appendix C for "other" stated responses.

Part B: Education and Career Goals

Level of Teaching

Respondents were asked to indicate the level of teaching that most interest them. The top three levels receiving the most responses were *"Elementary K-6"* **(41%)**, *"High School"* **(31%)** and *"Junior High"* **(22%)**. Figure 2 shows the education level respondents indicated to be of interest to them.

Figure 2. **Level of Teaching Indicated to Be of Most Interest to TEACH Student Respondents**



Employment: School Districts of Interest

Respondents were asked to indicate the school districts they are planning to pursue for employment. The top five school districts indicated by respondents were *"LA Unified"* and *"Saugus Union School District"* **(34%, each)**, *"William S. Hart Union High School District"* **(28%)**, *"Newhall School District"* **(25%)** and *"Castaic Union School District"* **(19%)**. Figure 3 shows the percentage of respondents indicating the school districts they are planning to pursue for employment.

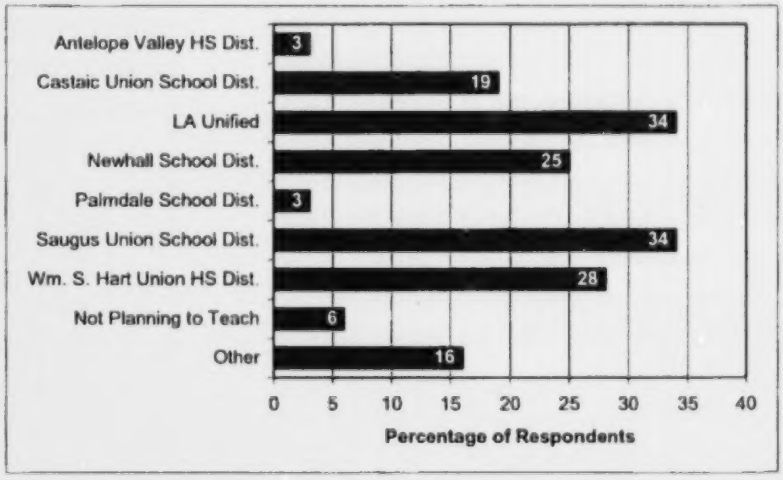


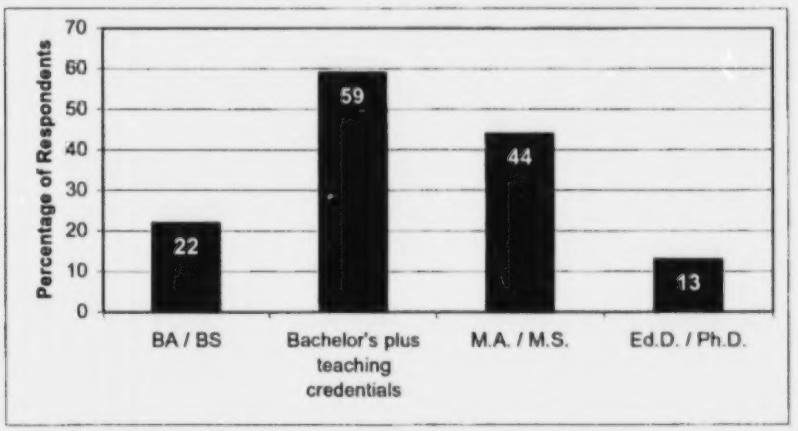
Figure 3. School Districts TEACH Students Are Planning to Pursue for Employment

See Appendix C for "other" stated responses.

Educational Plans

Respondents were asked to indicate what degree they plan to pursue. The top degree plan for respondents was "Bachelor's plus teaching credentials" (59%) followed by "M.A. / M.S." (44%), "B.A. / B.S." (22%) and "Doctorate (Ed.D. / Ph.D.)" (13%). Figure 4 shows the percentage of respondents indicating their degree plans to be a Bachelor's (B.A. / B.S.), Bachelor's, plus teaching credentials, Master's (M.A. / M.S.), .Doctorate (Ed.D. / Ph.D.) or "Other".

Figure 4. **Degree Plans for COC TEACH Student Respondents**



Subject of Interest

Respondents were asked to indicate the subject they are most interested in teaching, if they are considering a career in secondary education. The three subjects receiving the highest number of responses were *English* and *Math* **(22%, each)**, followed by *Science* **(17%)**. Other subject areas of interest indicated by respondents included *History* and *Special Education* **(11%, each)** followed by *Art* **(6%)**.

TEACH Student Respondent Demographics

Ethnicity

Respondents were asked to indicate their ethnicity. Of those who responded, **fifty-six percent** were *Caucasian/White* and **thirteen percent** were Asian or Latino/Hispanic, each. The remaining respondents indicated "other" **(13%)** or "decline to state" **(6%)**.

Gender

Respondents were asked to indicate their gender. **Eighty percent** of respondents were female and **20 percent** were male.

Age

Respondents were asked to indicate their age. Respondents indicated their age to be as follows: *"19 or younger"* **(31%)**, *"20-24"* **(25%)**, *"40-49"* **(19%)**, *"25-29"* **(13%)** or *"30-39"* **(9%)**.

Open-ended Responses

Respondents were asked several questions that allowed them to respond in a manner less structured than the close-ended questions. Their responses supported the previous questions, as well as added a more complete understanding of the respondent's experience with the TEACH program at College of the Canyons.

As indicated by the number in parenthesis, respondents noted the following items.

Question 20: Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

Overall, respondents indicated that aspects or services that were most beneficial included the following:

- Availability of services, conferences, workshops & retreats; as well as materials provided to tutors **(5)**
- CBEST Workshop **(4)**
- Availability and support of TEACH staff **(3)**
- General Studies **(3)**
- AmeriCorps **(1)**

Question 21. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

Two themes ran through the comments regarding barriers encountered through TEACH. One is the preparation received for tutoring in the classroom. Respondents indicated that they need more preparation before entering the classroom. One respondent stated, "We went into the field situation without any idea of what to expect...." This is consistent with comments made by AmeriCorps students during the semi-structured interview session held in June. Another theme is organization of the TEACH / AmeriCorps program, particularly relating to AmeriCorps tutors and communication of TEACH / AmeriCorps activities. A couple of respondents indicated not knowing of many available activities or meetings. One respondent stated, "I didn't know a lot of the programs and I also didn't receive an information packet. Maybe a stronger outreach program [is needed]." Similarly, another respondent commented, "Need more information and opportunities for future teachers. I seem to have a hard time understanding what is being offered in this program."

In addition, respondents indicated communication between AmeriCorps and their respective elementary school sites to be a barrier in the TEACH / AmeriCorps program. This is consistent with comments made during the AmeriCorps semi-structured interview session and the reception held with mentor teachers at Peachland Elementary School in June.

Question 22: ***Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.***

Overall, the main theme throughout the additional comments and suggestions related to *improving communication* between TEACH / AmeriCorps, its members and the elementary school sites. Comments and suggestions regarding *improving communication* were:

- TEACH / AmeriCorps staff conduct more follow-up contacts with students by phone or other communication methods.
- TEACH "Actively offer help through email or mailings...instead of waiting for students to seek help."
- Provide "...more advanced notice...." of TEACH / AmeriCorps activities and meetings.
- More communication needed between AmeriCorps and the elementary school sites, including mentor teachers.

One respondent indicated being "lost" throughout the semester. Particularly this student was not aware of the mailbox for AmeriCorps members and experienced difficulties when trying to turn in AmeriCorps hours because no staff was able to direct this individual as to the procedure. This individual stated "...people sent me all over the place...." In addition, this individual noted that tutoring began two months late, which is consistent with some of the comments made by other AmeriCorps members during the semi-structured interview session in June.

Other comments and suggestions were as follows:

- Offer more local conferences or workshops.
- Consider offering "...positions within school districts for TEACH students to work and attend college."
- Weekend, online and / or CTV classes for working adult students.
- More emphasis on programs for secondary education.
- "Need to have more accessibility and more chances to be involved."
- Offer "a sit-down counseling appointment with information on the TEACH program to help students understand the requirements involved."

See Appendix C for more detailed comments.

Future Teacher Club (High School Students)

Teaching Level of Interest

Participants were asked what level of teaching they are most interested in teaching. Participants indicating their level of interest to be teaching at the junior high level or higher were asked what academic subject they are most interested in teaching. Participants expressed interest in the following levels of teaching. The number of participants indicating each level is noted in parentheses.

- K-3 (10)
- 4th – 6th grade (1)
- 6th grade (1)
- Junior High (6)
- High School (23)
- College (2)

Subject of Interest

Participants indicating their teaching level of interest to be the junior high level or higher expressed interest in teaching the subjects shown below. The subjects of interest are shown below along with the level of interest the participant (s) indicated.

Junior High

- Electives (1)
- English (2)
- Art
- History (2)
- PE/Counseling (1)

High School

- Art (2)
- Biology (2)
- English (5)
- History (9)
- Math (4)
- P.E. (1)

College

- History (1)
- Medicine (1)

Future Teacher Club Activities

Participants were asked to briefly describe the structure of their Future Teacher Club, including activities offered to members. One of the activities students take part in is reading to elementary students during their lunch break. Another activity available to students is job shadowing where interested students can shadow a teacher at their campus or another approved school site. The president of the Future Teacher Club currently takes part in job shadowing a teacher at La Mesa Junior High, in which she is able to assume the role of the teacher under the guidance of the credentialed classroom teacher. Participants expressed interest in being able to participate in a job shadow similar to that of the club's president's opportunity at La Mesa Junior High. There was a unanimous show of hands by students when asked if they would be interested in taking part in a job shadowing experience like their club president. Students who have taken part in job shadowing experiences indicated that it helped them confirm their career goal to be a teacher. One student stated, "[It] showed how hard it is to be a teacher."

Another activity club members at Hart High School take part in is recycling, which was started by one of its members. All profits from recycling benefit Future Teacher Club activities.

Reasons for Joining the Future Teacher Club

Participants were asked what factors made them want to join the Future Teacher Club. Many students expressed their reason for joining the club to be the teachers who sponsor both the Valencia and Hart High School clubs. One student stated, "When you have a good teacher, you want to be around them. It attracts you." Another student stated their reason for joining to be, "The leader, [teacher's name]. She is a friend and helps us." Finally, another comment made by a student was, "...It is a lot of fun to be in the club at Hart." The statements mentioned above seemed to capture the sentiment of the room when the question was asked and students began responding. This was evidenced by the smiles and nodding of heads by other participants in the room. Finally, a student stated their reason for joining the club to be, "It was the only thing I could find that would help me learn about teaching".

Other reasons students stated for joining the club included:

- "[It] helps boost college [applications]"
- "The clubs keep you away from doing bad stuff."
- "I thought it would be fun."
- "The other clubs on campus don't help others. [The Future Teachers Club] helps others. You don't see that around in other clubs."

Choosing Teaching as a Profession

Participants were asked what makes them want to pursue teaching as a profession. Participants provided many reasons for choosing teaching as a profession, which are listed below:

- "An elementary school teacher influenced me. She told me how she helps abused kids."
- "I like the feeling when I help others. It's fun to teach."
- "My mom is a Special Education teacher. She is a good teacher and helps them out a lot."
- "I tutor at the boys and girls club. I [also] tutor my sister in math because my mom's not too good in math."
- "I want to teach 6th grade. It is the point in their lives when they move on. They remember you for life. I want to be the one who makes the kids want to come to school."
- "They need Hispanic teachers who can relate to the students."
- "Don't have to work in the summer and [you] get paid a lot."
- "The club helped prove that I like to work with younger kids."
- "...I want to be a therapist. You can see what it is like to make a difference in kids' lives. They come back later and look up to you...."

Preparation for Teaching

Participants were asked what activities they would like to take part in to help prepare them for teaching. Suggested activities included curriculum development, arts and crafts, and assisting teachers in the classroom beyond just shadowing. As previously mentioned, students expressed interest in participating in a job shadowing opportunity similar to that of their club president who is assisting with teaching at La Mesa Junior High. Participants also expressed interest in receiving tutor training for various grade levels and learning styles. Fifteen students indicated that they have taken part in tutoring students. Students provided the following statements regarding tutor training:

- "[Tutor training] would help [me] relate to students. [We need] training [for] tutoring all types of kids."
- "I had an ADD student. He was unable to pay attention...We need training on how to deal with them and how to help them stay focused."
- "[We] need workshops on teaching, tutoring and resources."
- "We could help teachers while we learned and get advice from teachers on how to help special students."

Students also expressed interest in being able to take part in creating lesson plans and assisting in a capacity similar to that of student teachers under the guidance of the home room teacher. Finally, students indicated that job shadowing is a requirement for all juniors in the Wm. S. Hart Union High School District. Through job shadowing students have the opportunity to participate in lesson planning activities.

Finally, students indicated that they need help with more fundraisers to help support their club, so that they can take part in activities designed to prepare them for teaching. Currently, the Wm. S. Hart Union High School District does not provide money for field trips, so it is up to the students to raise the money. The Hart High School Future Teacher Club sponsor said that they walk to the nearby elementary school during lunch to tutor students because money is not available for transportation.

General Studies 105 Course

Participants received information regarding COC's plan to pursue a partnership with the Hart School District, in which students would be able to concurrently enroll in General Studies 105 and receive service credit for their high school requirement. The General Studies 105 course teaches techniques in tutoring individuals and small groups. Specifically, it teaches techniques to improve the tutees' problem-solving, writing, computational, listening, note-taking, and test-taking skills. Students taking GS 105 also take part in supervised individual tutoring. Thirteen Future Teacher Club participants expressed interest in enrolling the course.

COC and TEACH Information at the High Schools

Participants were asked to describe what resources are available to them at their respective high schools to inform them about COC and its TEACH program. The main source of COC and TEACH information available is found at the high schools' career centers where students can take a career assessment test to determine what career best fits their interests. In addition, students are asked to indicate their career goal at the beginning of each registration period.

Other resources regarding teaching that is available at the high schools include "Teaching Pathways", which is a series of six classes designed to provide coursework aimed at preparing students for a career in teaching. In addition to the aforementioned coursework, students must also complete a job shadowing and tutoring requirement. Students may also receive college credit, in addition to their high school credit, for some of the coursework.

Students were also asked about their awareness of COC's TEACH program and how many had received information about COC and TEACH. Out of 42 participants, only one student had received information in the mail about TEACH that was addressed to her sibling. Similarly, only **five** of the **42** students indicated being aware of COC's partnership with CSUB's teacher prep program. Since very few students had received information and were not aware of COC's partnership with CSUB, the TEACH director gave an overview of both TEACH and its partnership with CSUB. TEACH might be able to increase awareness of the program and its benefits by conducting more direct mailings to high school students. One participant suggested that TEACH begin making presentations at the high schools starting in the 10th grade and come more than once during the year. The student said, "Students aren't aware of the extreme need for teachers". In addition to making presentations to all 10th through 12th grade students, consideration should be given to providing more information to the high schools' Future Teacher Clubs.

College of the Canyons AmeriCorps Members

Lessons Learned from AmeriCorps

AmeriCorps members were asked to describe or explain what they have learned from the AmeriCorps program. Students indicated learning many valuable lessons about teaching, including:

- "[The] benefits for the students we are tutoring."
- "[Behaviorally] it helped us learn about their development. It really opened my eyes a lot."
- "It will help me teach my own kids."
- "Whenever I see a little kid, I want to run over and say...let me show you something."
- "[I learned that] a lot of kids really need help. It's really too bad that we don't have more time to give them. It's hard to walk away from them and not give them more time."
- "It's not just about reading. [I learned that] there are multiple ways to teach."
- "I have new respect for teachers."

Availability of Resources and Supplies

Participants were asked if the availability of resources and supplies were adequate to meet their needs. Overall, students felt that the resources and supplies available are adequately meeting their needs; however, members indicated a need for more direction and instruction in how to apply the supplies in the tutoring session. For example, students made the following comments:

- "We need more clues. [The materials] were just given to us without instructions. There was no guidance."
- "It was like the blind leading the blind. ...There was no instruction for the inexperienced."
- "They gave us a book about games, but not why we should be using it."

One student did comment that despite the lack of instruction on the use of materials, he is able to tutor effectively. The student stated, "We are there to tutor, not to play games. I can still tutor well and they still like me."

Training Opportunities

Participants were asked to evaluate the variety of training opportunities available to them; such as, workshops, retreats, and conferences. There was a unanimous agreement that the retreat was very effective in helping members get to know one another in a fun setting.

Another training opportunity students found beneficial included the "How to be a Teacher" conference in Santa Monica. Three AmeriCorps members took part in the conference. One member stated, "The teaching methods [taught at the conference] were really good. [They] helped us connect with the kids. They showed more than just knowledge. They showed us how to build relationships...."

Two participants attended a teacher convention in San Diego and said it was "great". While speaking about their experience, the other members expressed that they did not know anything about the conference and would like to have attended. One of the members who did not attend indicated that she had received information in the mail, but since it was not required, she did not inquire further about the conference.

Finally, one member has attended a CSUB information session and said that it was "good". The information session helped her discover that she is "...more on-track...." than she thought she was. Since only one of the 11 participants has attended a CSUB information session, consideration should be given to encouraging students to attend the sessions, so that they are more informed about the requirements for both COC and CSUB.

Most / Least Valuable Training Opportunities

Participants were asked to share what they feel the most and / or least valuable training opportunities were. The running theme throughout the comments was the structure of the General Studies courses.

The General Studies' experiences in GS 096 and 105 were different for each member depending on the instructor and the semester in which the course was taken. Comments regarding the General Studies courses are listed below:

- "[We] need more than reading handouts. Reading worksheets to each other was just silly. We can read them by ourselves – what we need to know is how to apply it. We end up just winging it with the kids."
- "[General Studies] 096 [provided] more guidance than 105. [General Studies 096] was a much better use of time. [General Studies] 105 [had] way too many worksheets. ...We only met once every couple of weeks. We should be able to talk about our assessments of the kids' progress in class."
- "[General Studies] 105 teachers should use the same curriculum. [Our class was taught by two instructors]...[who] were on different levels. They did completely different things and didn't talk to each other."
- "There should be more coordination between AmeriCorps and TEACH. We have to do double work and turn in things too many times for both."
- There needs to be more communication between TEACH / AmeriCorps and the mentor teachers. "The teachers should know our lesson plans. The mentor teachers don't know anything about AmeriCorps."
- There seemed to be consensus that there is confusion over TEACH and AmeriCorps.
- Other comments made included "[General Studies] was a waste of time" and was not "well organized."

Availability of TEACH / AmeriCorps Staff

Participants were asked to evaluate the interaction and availability of the AmeriCorps staff. There seemed to be consensus that the staff is readily available. One student stated, "They will always get back to you within a week, even when they are at conferences."

Other Comments and Suggestions

Participants were asked to provide any other comments and / or suggestions they had regarding the TEACH / AmeriCorps program. Several themes ran through the discussion on additional comments and suggestions. One theme centered on the multiple deadlines and workload required of AmeriCorps students in addition to their regular class schedules. Participants expressed feeling "overwhelmed" with the workload and requirements of AmeriCorps, which is in addition to their regular class load. Several participants indicated their Fall and Spring course loads to be 15 units or more. Participants suggested that two of AmeriCorps' deadlines be on the same day for mileage and timesheets requiring members to only make one trip to campus. Another comment addressed the miscommunication on the logistic and time requirements of AmeriCorps. Members expressed a desire for more information regarding the time commitment of AmeriCorps, so that they do not take as many units during each term. Specifically, one student stated, "It would be nice to know in advance how much work there is. I wouldn't have taken 19 units. Plus, I didn't know that [Personal Development] could be part of the full-time requirement." Consideration should be given to consolidation of meeting times and other deadlines to alleviate some pressure from AmeriCorps members. In addition, consideration should

also be given to providing members with more detailed information regarding the time commitment and other requirements of the AmeriCorps program.

Another theme that ran through the comments and suggestions centered on the miscommunication between AmeriCorps and the Mentor Teachers. Some members indicated that their mentor teacher did not know who they were and other members indicated being asked to perform other classroom duties outside those required of AmeriCorps. While members expressed a desire to perform other teaching-related duties, they do not feel cleaning the teacher's room provides them with the skills needed for teaching.

Participants also expressed concern over pulling their tutees out of a class activity, such as math or history, to do one-on-one tutoring. Members indicated that some mentor teachers become agitated when students are pulled out of class to take part in one-on-one tutoring. In addition, AmeriCorps members expressed their reluctance pulling students out because "It's not fair to the kids because they have to make-up the half hour...." in the subject they missed. An AmeriCorps member suggested that it would help them to know which class they will be pulling students out of. Another suggestion for improving communication with the mentor teachers is to have a mentor teacher orientation to explain AmeriCorps and the requirements of its members in the classroom. In addition, participants suggested providing mentor teachers with a list of the times and AmeriCorps member who is scheduled to come to their room.

In closing, AmeriCorps members, who tutor everyday, expressed interest in receiving more than one AmeriCorps shirt, since the shirt is a required piece of their uniform. One AmeriCorps member closed the session by asking that if we were to include only one sentence in the evaluation that it state "to open up lines of communication between all aspects of the program."

AmeriCorps One-on-One Session

As previously mentioned, AmeriCorps students were invited to contact the Office of Institutional Development to discuss comments and / or suggestions they had for the TEACH / AmeriCorps program. One member requested a meeting, which took place in May. The discussion, led by the AmeriCorps member, echoed the discussion held with all AmeriCorps members during the semi-structured interview session held in June. Please see Appendix C for detailed comments.

Students Who Have Terminated TEACH / AmeriCorps

Benefits of the TEACH / AmeriCorps Program

Participants were asked to describe what they feel was beneficial about the TEACH program. Both participants indicated the most beneficial aspect of the program to be the "hands-on" experience gained from tutoring in the elementary schools.

Program Barriers

Participants were asked to describe any problems in the program that made it less effective. Only one participant responded and expressed that the program was "not as organized as it could have been...." The second respondent could not recall any specific problems.

Reasons for Not Participating

Participants were asked to indicate what factors led to them to stop participating in TEACH / AmeriCorps. Interestingly, both participants were advised by an AmeriCorps staff member to stop participating due to the limited time remaining in the term. Participants indicated that the staff member informed them that there were not enough days left in the term to complete the required hours. Participants were not informed that they could continue participating in TEACH, even if they were not in AmeriCorps. Both participants are still enrolled at COC and plan to become teachers. Consideration should be given to contacting students who have terminated the program and inviting them to participate in TEACH activities offered at the college.

Suggestions for Program Improvement

Participants were asked to provide any suggestions or recommendations they had for program improvement. One participant suggested TEACH / AmeriCorps provide more workshop training for tutors. The participant went on to say that the General Studies course was "50 percent effective" and only gave a general idea of what to do in the classroom. In addition, the same participant recommended the need for more materials for tutors to use in the classroom, since members during the Fall 00 term had to purchase their own supplies. It appears that as of the Spring 2002 term, AmeriCorps members have adequate supplies to meet their needs, according the members in attendance at the June 2002 semi-structured interview session.

Finally, the second participant noted the "chaotic" atmosphere of the TEACH / AmeriCorps program and recommended more organization within the program. Both participants took part in the program in Fall 00 and one participant continued into the Spring 2001 term.

TEACH / CSUB Transfer Students

Terms Students Participated

Participants were asked to indicate what terms they took part in COC's TEACH / AmeriCorps program. One respondent indicated signing up for TEACH because of his / or her desire to be a teacher, but did not participate much in the program. The other respondent did not provide a response.

TEACH Activities

Participants were asked to indicate what TEACH activities they took part in. Both participants indicated attending CSUB information sessions. One respondent also stated that, "The TEACH staff was helpful regarding what classes to take."

Awareness of TEACH Program

Participants were asked to indicate how they learned about the TEACH program. Participants indicated learning about TEACH from campus bulletin boards, college catalog and the TEACH billboard. One respondent stated, "I was in retail management and was in a mid-career change. I have my B.A. and saw the billboards for TEACH."

Beneficial Services or Aspects of TEACH

Participants were asked to indicate what aspects or services offered by TEACH were most beneficial to them. Only one participant provided a comment. According to the participant, the most beneficial aspects of the TEACH program were the CSUB information sessions and the CSUB counselor. The participant expressed satisfaction with the CSUB counselor by saying, "[counselor's name] was a very knowledgeable CSUB advisor to have." The CSUB counselor provided the participant with guidance on which units should be taken at COC and those that should be taken at CSUB, so that students can receive the university units required at CSUB. The participant stated, "[CSUB counselor's name] saved me time because my COC counselor had me taking units at COC that could be taken upon transferring to CSUB".

Suggested Activities and / or Support for Current and Future TEACH Students

Participants were asked to provide suggestions for other support or activities that could be provided to better prepare COC TEACH students to transfer to CSUB. Suggested activities and / or support included:

- "More alignment between COC and CSUB counselors" to ensure that students do not take courses at COC that could be taken at CSUB to fulfill the university unit requirement.
- Expediting the process of getting transcripts from COC to CSUB.
- Informal sessions with teachers currently teaching in the classroom. Provide TEACH students the opportunity to talk with teachers about their experiences in the classroom.
- Substitute teaching is a "good experience for students to get a feel for a day in the life of teaching".

Additional Comments and / or Suggestions

Participants were asked to provide additional comments and / or suggestions for program improvement. Only one participant provided comments and a suggestion. The participant indicated that the required EDL 240 course at CSUB and the CLAD credential class are "redundant if you're also subbing in the classroom. If someone has not subbed, EDL 240 is a good class." Finally, the participant also suggested that CSUB transfer students be provided with information on where to purchase their parking pass.

Barriers in the TEACH Program

Participants were asked to indicate if there are or were any barriers in the TEACH program and their suggestions to help remove theses barriers for current and future TEACH students. The barriers indicated by both participants related to course scheduling and offerings by CSUB at COC. Participants provided the following comments:

- "Classes offered through CSUB are very different in the schedule from what students were told or are being offered online and they fill up fast."
- "Two [CSUB] classes concurrently take place, which makes it difficult for me."
- More CSUB course offerings at COC. "It would be good if COC was as involved as AVC is with CSUB."
- "I considered looking into Northridge [CSUN], so that I could get the classes I need."
- "I think COC's partnership with CSUB is convenient because it's in Santa Clarita."
- The MSAT class only meets three times on Saturdays and students taking the MSAT test had to miss class due to the MSAT testing on a Saturday when class was scheduled.

Other comments related to satisfaction with the guidance received from CSUB counselors and the benefit of being able to purchase books online. The aforementioned barriers and suggestions for improvement should be taken into consideration.

Mentor Teachers

Respondents were asked to answer questions regarding the AmeriCorps tutor's competencies in the areas identified below by stating the degree to which they agree or disagree with the statements below. Response alternatives were "Strongly Disagree", "Disagree," "Agree," "Strongly Agree," or "N/A". Table 2 illustrates the extent to which mentor teachers agree or disagree with the statements regarding the tutor's competencies.

Table 2: Extent to Which Mentor Teachers "Agree" or "Strongly Agree" with Statements Regarding AmeriCorps Tutor's Competencies

Item #	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	N/A %
1. Has sufficient knowledge for one-on-one tutoring.	6	24	47	18	6
2. Is competent in working with your students.	6	0	59	35	0
3. Makes tutoring sessions enjoyable and interesting for the students.	6	6	59	29	0
4. Comes prepared to your classroom with lessons for the students.	6	6	56	25	6
5. Collaborates with you in planning lessons.	12	24	41	12	12
6. Is reliable and punctual.	12	6	47	29	6
7. Communicates effectively with you and your colleagues.	6	12	65	18	0
8. Effectively helped your students improve their literacy skills.	6	6	59	24	6
9. Understands the literacy level of your students.	6	29	47	18	0

The following percentage of Mentor Teacher respondents indicated that they either ***"agree" or "strongly agree"*** with the following aspects of the TEACH program (respondents indicating "N/A" were omitted from the analysis):

- Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension) **(69%)**
- Is competent in working with your students **(94%)**
- Makes tutoring sessions enjoyable and interesting for the students **(89%)**
- Comes prepared to your classroom with lessons for the students **(87%)**
- Collaborates with you in planning lessons **(60%)**
- Is reliable and punctual **(81%)**
- Communicates effectively with you and your colleagues **(83%)**
- Effectively helped your students improve their literacy skills **(88%)**
- Understands the literacy level of your students **(65%)**

Respondents were asked to indicate if they work directly with one of the AmeriCorps / Team TEACH students. **Eighty-eight percent** of respondents indicated that they work directly with the AmeriCorps / Team TEACH student in their classroom.

Respondents were also asked to indicate if there is an "ideal" length of time spent in a room with a student. Of those who responded, **69 percent** indicated that there is an "ideal" length of time. Respondents indicating that there is an "ideal" length of time were asked to specify the "ideal" time for tutors to spend with students. The range of "ideal" times indicated by mentor teachers was from *15 minutes up to 45 minutes*.

As indicated by the number in parenthesis, respondents noted the following list of items:

- 15 minutes (2)
- 15-20 minutes (1)
- 30 minutes (2)
- 45 minutes (1)
- Varies per child (e.g. attention span) (1).

Mentor Teacher Open-Ended Comments

Respondents were asked several questions that allowed them to respond in a manner less structured than the close-ended questions. Their responses supported the previous questions, as well as added a more complete understanding of the mentor teacher's experience with the TEACH / AmeriCorps program at College of the Canyons.

Question 12. Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers.

Respondents provided several ways in which administrators and teachers can provide better support to AmeriCorps volunteers. Suggestions included:

- Setting aside more time to "sit and discuss questions, concerns and strategies [with volunteers] without interruptions."
- Have AmeriCorps volunteers work in the classroom so they can "see positive professional teachers at work" and so the teachers can supervise the volunteers.
- Have volunteers "...visit various classrooms to see the ways teachers teach."
- Have administrators "...meet with volunteers [to] explain what a 'good' teacher is."
- Allow "planning time with volunteers."
- Provide schedule of times, dates, room and teacher placement for volunteers and mentor teachers "in advance".

Question 13. ***<u>What can COC AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools?</u>***

Comments made by respondents were quite varied, but offer suggestions for improving communication between COC and the elementary schools. Comments and suggestions included:

- Inviting mentor teachers, "respected and liked" by AmeriCorps volunteers, to come to COC and "...talk with the students as a group."
- Have AmeriCorps volunteers report to only one person.
- Provide clearly defined "list of expectations" for mentor teachers.
- Provide teachers with a schedule for volunteer days and hours.
- Mentor teachers and volunteers exchange phone numbers, so volunteers can let their mentor teacher know when they will be gone.
- Two mentor teachers suggested use of the "Daily Interactive Logs" and "Time Logs" because as one teacher noted, "This year I did not have any logs or communication with my AmeriCorps students unless I stopped teaching to talk with them."
- Communicate through email to mentor teachers.

Question 14. ***<u>Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness.</u>***

Respondents were asked to describe ways in which AmeriCorps volunteers have been effective in the classroom, including what they believe contributes to a feeling of effectiveness. Overall, respondents indicated that volunteers have been effective in working with the students. Comments expressing how AmeriCorps volunteers have been effective were:

- "AmeriCorps students have had a genuine interest in working with and helping students. They have been willing to work with the most difficult students with great patience."
- "Students have shown improvement in areas volunteers have concentrated on."
- "[AmeriCorps] has made a big difference in students' reading ability and confidence to have a person dedicated just to their reading for 30 minutes at a time, every time they come."

Other views on what contributes to a feeling of effectiveness included:

- "Being dependable and consistent with the assistance given to each student – being able to build a relationship with each child."
- "Working one-on-one with students."

- "One-on-one work improving student comprehension."
- "Being positive...they need to be observant of teachers and how they are modeling good teaching!"
- Volunteers need to be "...reliable, punctual and polite."
- "Expansion of literary program and...special attention to low-performing students."
- "Working on basic letter recognition skills and basic foundational skills."
- "Takes initiative. Be flexible and helpful."

Question 15. ***In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers.***

One theme ran through several of the comments by mentor teachers. Several mentor teachers noted that more time should be spent one-on-one with the AmeriCorps volunteer. Comments related to more time allotted for mentor teachers and their AmeriCorps volunteer included:

- "It would be useful to have planning time with students."
- "It would be great if the tutors could meet one-on-one with the teachers to plan and discuss strategies and / or lessons for individual students...."
- "Continue working with [the] classroom teacher – asking for suggestions when needed and feeling free to inform teacher when they have projects they want to try on their own."
- "The more they can be trained by a teacher on teaching reading, the better."

One mentor teacher added that the reason for suggesting more one-on-one time between the volunteers and the mentor teachers is because he / or she, "...felt that the tutors were thrown into the tutoring situation." This feeling is consistent with comments made by AmeriCorps members during the semi-structured interview session held in June.

Other comments regarding ways that volunteers could be more effective in the classroom included:

- Have a separate place away from the classroom where volunteers can work with students (indicated by two respondents).
- Offer "classes dealing with communication between student and self."
- "Don't give up on low students. Keep working with them."

Question 16. ***Please use the space below to share comments or suggestions about our program or students.***

Respondents were invited to share additional comments or suggestions they had regarding COC's TEACH / AmeriCorps program. Overall, comments by respondents indicated that they are satisfied with the TEACH / AmeriCorps program at COC. Specifically, respondents stated the following:

- "I have enjoyed having AmeriCorps students helping in the classroom."
- The AmeriCorps "program is worthwhile."
- "I love this program. The volunteers are dedicated to it and work hard to make a difference that counts."
- "I have enjoyed the students I have had. Thank you! This is a great program! My students really needed all that help."
- "Great program – helps teacher and student."

Other comments and / or suggestions provided included:

- "AmeriCorps students should meet weekly with other students at COC to discuss what they observe in classrooms." *
- "Students should plan specifically for each day. [e.g.] Monday – vocabulary / sight words, Wednesday – reading for fluency, Friday – writing to topic."

*Data is consistent with comments made by AmeriCorps students during the semi-structured interview session held in June. Specifically, students indicated that they would like the opportunity to share their experiences with their fellow AmeriCorps members and get feedback.

For more detailed comments, see Appendix C.

Mentor Teacher Appreciation Days

Mentor teacher appreciation days were held for mentor teachers at Peachland Elementary and Newhall Elementary schools in June. The Office of Institutional Development distributed surveys to the mentor teachers and held informal discussions with attendees regarding their experience with the AmeriCorps program and tutors. Overall, mentor teachers in attendance from Peachland and Newhall Elementary Schools were pleased with the AmeriCorps program. One teacher stated, "I love the program...I have been a part of the program since it started." The teachers indicated that the program has been beneficial to their students. Specifically, respondents indicated the following:

- "[The program] helped a lot of my students...."
- "[The program] is good extra time for students to sit and read. It's extra time that I don't have."

- "I had a Hispanic student that was not reading at grade level in English or Spanish and after working with the AmeriCorps student, the student was brought up to grade level in both English and Spanish."

Suggestions

The Peachland Elementary mentor teachers provided several suggestions to improve upon what they view as a beneficial program. The teachers indicated that the best times for students to tutor in their classrooms is from 9:00 AM to 11:30 AM because of regularly scheduled classroom activities at the beginning of the day and after lunch. This recommendation should be taken into consideration with those responses received from other mentor teachers. Consideration should be given to exploring the best times for tutors to be in the classroom. Finally, the mentor teachers recommended that AmeriCorps students in the General Studies courses be given the opportunity to come into the classrooms and practice some of the techniques taught in the course before they enter the classroom on their own.

Outcome Measures for TEACH Students

TEACH/AmeriCorps was recently evaluated using outcome measures that were based on students' success in college courses. The two measures used were students' retention (completing the college courses without withdrawing) and success (passing the college courses with a "C" or better). Retention and success were calculated for TEACH students and non-TEACH students in the same course sections for Fall 2001 and Spring 2002 combined. Both measures show a substantial difference between the two groups. TEACH students had a retention rate 5 percent over non-TEACH students in the same course sections (96% and 91%, respectively). Likewise, TEACH students had a success rate 7 percent over non-TEACH students (82% and 75%, respectively).

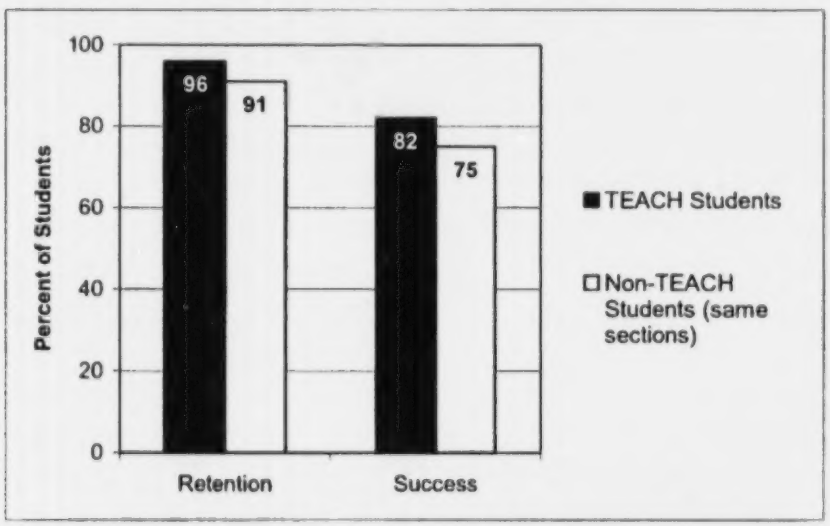


Figure 5. Retention and Success Rates for TEACH Students Compared to Non-TEACH Students in the Same Sections – Fall 2001 & Spring 2002

Note: TEACH students used to compute retention and success rates are either part of Team TEACH or AmeriCorps.

Sources: Student information from TEACH Program Director. Enrollment and grade information from USX files for Fall 2001 and Spring 2002.

Conclusions

Although the sample size was quite small (32 TEACH student respondents and 17 mentor teacher respondents) and results should be viewed with caution, the information can be useful when combined with other information. Overall, TEACH student respondents indicated their level of agreement to be **"agree" or "strongly agree"** with the following statements regarding the TEACH program*:

- Availability of TEACH staff **(73%)**.
- Support provided by TEACH staff **(55%)**.
- Overall preparation you received for tutoring in the elementary schools **(32%)**.
- Overall preparation you received for our future teaching career **(54%)**.
- Preparation you received for the CBEST exam **(54%)**.
- Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training) **(69%)**.
- Information packet distributed at TEACH orientation **(61%)**.
- Effectiveness of General Studies 096 **(30%)**.
- Effectiveness of General Studies 105 **(50%)**.

*Respondents indicating "N/A" were omitted from the analysis.

Respondents were also asked to indicated what TEACH activities they have taken part in. Of the 32 respondents, **34 percent** (11 respondents) indicated that they have not taken part in any of the TEACH activities (See Appendix A for list of TEACH activities). The top five TEACH activities respondents indicated taking part in were AmeriCorps **(31%)**, General Studies **(28%)**, General Studies 096 **(22%)**, Future Educator Club and CBEST Workshops **(16%, each)**.

Respondents were asked to indicate the level of teaching that most interest them, the school districts they are planning to pursue for employment, the degree they plan to pursue and what subject they are most interested in teaching, if they are considering a career in secondary education.

The top three ***levels of teaching*** receiving the most responses were:

- *"Elementary K-6"* **(41%)**
- *"High School"* **(31%)**
- *"Junior High"* **(22%)**.

The top five ***school districts*** respondents indicated they will seek employment in were:

- *"LA Unified"* **(34%)**
- *"Saugus Union School District"* **(34%)**
- *"William S. Hart Union High School District"* **(28%)**
- *"Newhall School District"* **(25%)**
- *"Castaic Union School District"* **(19%)**

The top ***degree plan*** for respondents was "Bachelor's plus teaching credentials" **(59%)** followed by "M.A. / M.S." **(44%)**, "B.A. / B.S." **(22%)** and "Doctorate (Ed.D. / Ph.D.)" **(13%)**.

Respondents considering a career in secondary education indicated the subject that most interest them. The three subjects receiving the highest number of responses were *English* and *Math* **(22%, each)**, followed by *Science* **(17%)**. Other subject areas of interest indicated by respondents included *History* and *Special Education* **(11%, each)** followed by *Art* **(6%)**.

As indicated by the number in parentheses, respondents indicated that aspect or services that were most beneficial in the TEACH program were:

- Availability of services, conferences, workshops & retreats; as well as materials provided to tutors **(5)**
- CBEST Workshop **(4)**
- Availability and support of TEACH staff **(3)**
- General Studies **(3)**
- AmeriCorps **(1)**

Fifty-six percent of respondents indicated their ethnicity to be *Caucasian / White* and **thirteen percent** were *Asian or Latino / Hispanic*, each. The remaining respondents indicated "other" or "decline to state". **Eighty percent** of respondents were female and **20 percent** were male. As shown in Figure 5, respondents indicated their age to be as follows: *"19 or younger"* **(31%)**, *"20-24"* **(25%)**, *"25-29"* **(13%)** or *"30-39"* **(9%)**, and *"40-49"* **(19%)**.

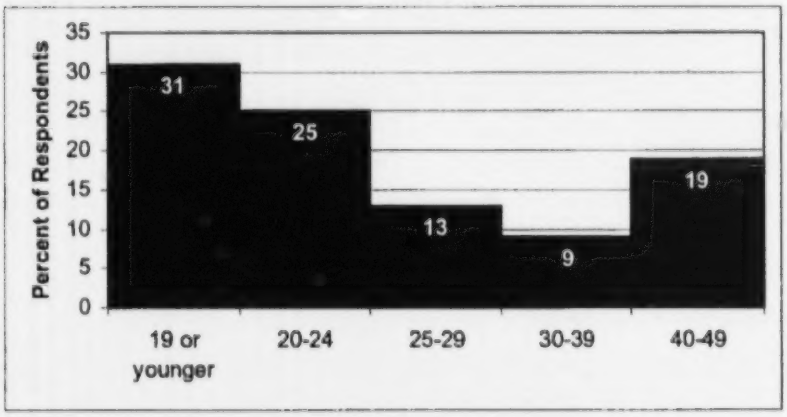


Figure 5. Age of TEACH Survey Respondents

College of the Canyons AmeriCorps Members indicated learning many valuable lessons about teaching from the AmeriCorps program, including:

- "[The] benefits for the students we are tutoring."
- "[Behaviorally] it helped us learn about their development. It really opened my eyes a lot."
- "It will help me teach my own kids."
- "Whenever I see a little kid, I want to run over and say 'come on little kid let me show you something."
- "[I learned that] a lot of kids really need help. It's really too bad that we don't have more time to give them. It's hard to walk away from them and not give them more time."
- "It's not just about reading. [I learned that] there are multiple ways to teach."
- "I have new respect for teachers."

TEACH / AmeriCorps students who have terminated the program since Spring 2001 also indicated the most beneficial aspect of the program to be the "hands-on" experience gained from tutoring in the elementary schools. One of the TEACH / AmeriCorps students who has transferred to CSUB indicated the most beneficial aspect to be the CSUB information sessions and the CSUB counselor assigned to assist students in the program.

AmeriCorps members indicated that the retreat held for AmeriCorps members was very effective in helping members get to know each other in a fun setting. In addition to the retreat, members also found conferences and workshops offered by TEACH / AmeriCorps to be very beneficial, including:

- "How to be a Teacher" conference in Santa Monica
- Teacher convention in San Diego
- CSUB information sessions

AmeriCorps members indicated that the TEACH / AmeriCorps staff is readily available when they need assistance. In addition, *TEACH / AmeriCorps students who have transferred to CSUB* indicated that the TEACH staff was "...helpful regarding what classes to take."

Upon review of the comments from AmeriCorps students during the semi-structured interview session held in June, consideration should be given to exploring ways that AmeriCorps deadlines, activities, and meetings can be more aligned with class and work schedules of its members.

TEACH / AmeriCorps students who have terminated the program since the Spring 2001 semester indicated their reason for terminating the program to be based upon recommendation from an AmeriCorps staff member. The two students stop were advised to stop participating in AmeriCorps due to the limited time remaining in the term. Students were told that there were not enough days left in the semester to complete the required tutoring hours. Neither student was made aware that they could still take part in TEACH activities, even though they would not be AmeriCorps members. Both students are still enrolled at COC and plan to become teachers. Consideration should be given to contacting students who have terminated the program and inviting them to participate in TEACH activities offered at COC.

Although there were many positive comments regarding respondents' experience with TEACH, a few respondents noted areas where barriers were experienced. Comments by respondents related to limited preparation for tutoring in the classroom, miscommunication between program staff, TEACH / AmeriCorps participants and the elementary school sites, and organization within the program. One respondent suggested strengthening the outreach program to TEACH / AmeriCorps members. Other suggestions included TEACH / AmeriCorps conducting more "follow-up contacts with students" by phone, "actively offer[ing] help through email or mailings...instead of waiting for students to seek help", and providing more advance notice of upcoming activities and meetings. Consideration should be given to how TEACH / AmeriCorps can improve tutor preparation for AmeriCorps tutors,

communication between all program participants, including mentor teachers and administrators at the elementary schools, and looking at ways the program can improve its efficiency through organization.

Other comments and suggestions related to providing more opportunities for working students to gain experience and take part in TEACH / AmeriCorps, more guidance from a COC counselor, and emphasis on secondary education. Suggestions included:

- Offer more local conferences or workshops.
- Consider offering "...positions within school districts for TEACH students to work and attend college."
- Weekend, online and / or CTV classes for working adult students.
- More emphasis on programs for secondary education.
- "Need to have more accessibility and more chances to be involved."
- Offer "a sit-down counseling appointment with information on the TEACH program to help students understand the requirements involved."

Mentor teachers

The following percentages of employers indicated their level of agreement with the statements regarding AmeriCorps tutors' competencies to be **"agree" or "strongly agree"**:*

- Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension) **(69%)**
- Is competent in working with your students **(94%)**
- Makes tutoring sessions enjoyable and interesting for the students **(89%)**
- Comes prepared to your classroom with lessons for the students **(87%)**
- Collaborates with you in planning lessons **(60%)**
- Is reliable and punctual **(81%)**
- Communicates effectively with you and your colleagues **(83%)**
- Effectively helped your students improve their literacy skills **(88%)**
- Understands the literacy level of your students **(65%)**

*Respondents indicating "N/A" were omitted from the analysis.

Eighty-eight percent of respondents indicated that they work directly with the AmeriCorps / Team TEACH student in their classroom. **Sixty-nine percent** of mentor teacher respondents indicated that there is an "ideal" length of time to be spent with each child. The "ideal" times indicated by mentor teachers ranged from ***15 minutes to 45 minutes.***

Overall, open-ended comments by mentor teachers indicated that their experience with AmeriCorps has been positive and they are looking forward to continuation of the program. Some comments regarding mentor teacher satisfaction with the program include:

- "I have enjoyed having AmeriCorps students helping in the classroom."
- "I love this program. The volunteers are dedicated to it and work hard to make a difference that counts."
- "I had a Hispanic student that was not reading at grade level in English or Spanish and after working with the AmeriCorps student, the student was brought up to grade level in both English and Spanish."

Overall, mentor teachers indicated that AmeriCorps students have been effective in working with students in their classrooms. Some ways mentor teachers indicated tutors have been effective include:

- "Students have shown improvement in areas volunteers have concentrated on."
- "[AmeriCorps] has made a big difference in students' reading ability and confidence to have a person dedicated just to their reading for 30 minutes at a time, every time they come."

One theme running through suggestions for how volunteers can be more effective was having more one-on-one time with their mentor teacher to plan lessons, discuss strategies for individual students and to get feedback and / or suggestions for teaching. As noted by one mentor teacher, it is important to have more one-on-one time between the mentor teachers and volunteers because she "...felt that the tutors were thrown into the tutoring situation," which is a feeling also expressed by the AmeriCorps volunteers during the semi-structured interview session held in June. Other suggestions for how volunteers can be more effective included:

- Having a separate place away from the classroom where volunteers can work with students.
- Offering "classes dealing with communication between student and self".
- Encouraging volunteers to be persistent with "low" performing students.

Comments on what contributes to a feeling of effectiveness included being able to work one-on-one with a student, being reliable, punctual, flexible, and positive, in addition to observing examples of good teaching exhibited their mentor teacher. Other comments related to teaching techniques such as "expansion of [the] literacy program and ...special attention to low-performing students" and focus on "...basic letter recognition skills and basic foundational skills."

Suggestions for how administrators and mentor teachers can provide better support to AmeriCorps volunteers related to setting aside one-on-one time with volunteers to plan and discuss any concerns or problems the volunteers are having. In addition, having volunteers meet with administrators to discuss what constitutes a "good teacher"; as well as, having volunteers observe the classrooms of exemplar teachers. Finally, it was recommended that volunteers be provided with a schedule of times, dates, room and teacher placement to alleviate any confusion, especially since the elementary schools run on track schedules.

Other comments and / or suggestions regarding the TEACH / AmeriCorps program included setting aside time for AmeriCorps volunteers to meet weekly with their fellow members to discuss their tutoring experiences and to get feedback. This is consistent with comments made by AmeriCorps students during the semi-structured interview session held in June. Specifically, students indicated that they would like the opportunity to share their experiences with their fellow AmeriCorps members and get feedback. Another suggestion was that AmeriCorps volunteers plan for each day with students. For example, "Monday – vocabulary / sight words, Wednesday – reading for fluency, Friday – writing to topic."

Finally, two mentor teachers at Peachland Elementary suggested that the best times for volunteers to tutor is from 9:00 AM to 11:30 AM because of regularly scheduled classroom activities at the beginning of the day and after lunch. This recommendation should be taken into consideration with those responses received from other mentor teachers. Consideration should be given to exploring the best times for tutors to be in the classroom. Peachland Elementary mentor teachers in attendance at the reception held in June also suggested that AmeriCorps students be given the opportunity to come into the classrooms and practice some of the techniques taught in the General Studies course before they enter the classroom on their own.

Future Teacher Club

Sixty-seven percent of Future Teacher club members, from Valencia and Hart High Schools in attendance during the May semi-structured interview session, indicated they were interested in teaching either at the junior high or high school level and **28 percent** indicated their interest to be teaching at the elementary level (K-6). Consideration should be given to providing more training in secondary education given the interest expressed by TEACH / AmeriCorps members and Future Teacher Club members from Valencia and Hart High Schools.

Participants expressed a need for training in tutoring students. Currently, one activity Future Teacher Club members take part in is tutoring elementary school students. However, students expressed a need for further training. Specific comments included:

- "[We need] training [for] tutoring all types of kids."
- "I had an ADD student...We need training on how to deal with them and how to help them stay focused."
- "[We] need workshops on teaching, tutoring and resources."

Other areas students expressed a need for is assistance in creating lesson plans and the opportunity to assist teachers in a capacity similar to that of student teachers under the guidance of the home room teacher. Finally, students expressed a need for assistance with fundraisers to help support their club, so that they can take part in activities designed to prepare them for teaching. Currently, the Wm. S. Hart Union High School District does not provide funding for field trips, so it is up to the students to raise the needed funds.

Consideration should be given to inviting Future Teacher Club members to COC TEACH / AmeriCorps activities focused on tutoring; as well as other workshops that would assist them in the pursuit to be a teacher. In addition, consideration should be given to exploring ways COC's TEACH / AmeriCorps program can be of assistance in collaborating with the Future Teacher Clubs on fundraising activities and / or ways to bring TEACH / AmeriCorps workshops to Future Teacher Club meetings.

Thirty-one percent of respondents expressed interest in concurrently enrolling in General Studies 105 pending agreement between COC and the Wm. S. Hart Union High School District. *Only* **12 percent** of respondents indicated being aware of COC's partnership with CSUB and **less than 1 percent** has received information in the mail from TEACH, which was addressed to her sibling. TEACH might be able to increase awareness of the program and its benefits by conducting more direct mailings to high school students. One participant suggested that TEACH begin making presentations at the high schools starting in the 10^{th} grade and come more than once during the year. The student said, "Students aren't aware of the extreme need for teachers". In addition to making presentations to all 10^{th} through 12^{th} grade students, consideration should be given to providing more information to the high schools' Future Teacher Clubs.

Summary of Recommendations

Upon review of the survey results the following recommendations should be taken into consideration for the TEACH / AmeriCorps program:

Outreach efforts.

Consideration should be given to increasing outreach methods to current TEACH / AmeriCorps participants, former TEACH / AmeriCorps students who have terminated the program, and future participants such as high school students, including Future Teacher Club members. Outreach consideration should be given to suggestions indicated by respondents such as:

- Visiting high schools starting in students' sophomore year.
- Providing more TEACH / AmeriCorps materials to high school and COC counselors to distribute to students expressing an interest in teaching.
- Inviting Future Teacher Club members to COC TEACH / AmeriCorps activities.
- More direct mailings to current TEACH / AmeriCorps members, former TEACH / AmeriCorps members, high school sophomores, juniors and seniors, including Future Teacher Club members.
- More outreach on campus to COC students through billboard postings and classroom presentations.

Other comments and suggestions related to improving communication and increasing participation that should be taken into consideration include the following:

- Providing more local conferences or workshops
- Offering positions within school districts for TEACH students to work and attend college.
- Offering weekend online and or CTV classes for working adults.
- Placing more emphasis on programs for secondary education.
- Providing more accessibility and opportunities for students to be involved in TEACH / AmeriCorps.
- One-on-one counseling appointments with information on the TEACH program to help students understand the requirements involved.
- Time for one-on-one contact between AmeriCorps tutors and their mentor teacher.
- Time for AmeriCorps tutors to discuss their tutoring experiences with one another.
- Exploring the best times for tutors to be in the elementary classroom.
- Mentor teacher orientation to improve communication between COC and the elementary schools.
- More alignment between COC and CSUB counselors, so that students do not take units at COC that can be taken at CSUB where students would receive university units.
- Expediting the process of getting transcripts from COC to CSUB.
- Providing clearly defined "list of expectations" for mentor teachers.
- Continued use of "Daily Interactive Logs" and "Time Logs" by AmeriCorps tutors.
- Inviting mentor teachers, that are "respected and liked" by AmeriCorps members, to come to COC and speak with TEACH / AmeriCorps students as a group.
- Have mentor teachers and AmeriCorps members exchange phone numbers, so that members can let the mentor teacher know when they will be absent.
- Communicate through email to mentor teachers and AmeriCorps members.
- Providing more tutor training and preparation for AmeriCorps students.
- Incorporating a tutor activity into General Studies in which students go in as a group to one of the elementary classrooms and actively practice their tutoring techniques with the elementary students before they enter the classroom on their own.
- Providing workshops for lesson planning.
- Giving AmeriCorps tutors more than one shirt for tutoring, since the majority of them tutor several days in a week.

Quantitative analysis of the TEACH / AmeriCorps program could be enhanced upon implementation of a tracking system to account for the following:

- Number (unduplicated) of elementary school students tutored - Fall and Spring semesters
- Number of hours tutored per Team TEACH and AmeriCorps tutor, including list of names - Fall and Spring semesters
- Number and names of Team TEACH students – Fall and Spring semesters
- Number and names of AmeriCorps members – Fall and Spring semesters
- Number of mentor teachers, including names and school site – Fall and Spring semesters*
- Pre and Post measurement: SAT-9 results for reading**

*Currently the TEACH office provides the names and school sites for mentor teachers, but it would be useful to track the number by semester; as well as for the academic year.

**Pending approval of the elementary school districts.

Note: Electronic submission of all TEACH / AmeriCorps data, lists and documents to the Office of Institutional Development & Technology is preferred.

In addition to enhancing the quantitative analysis, implementation of the above measures would enable the Office of Institutional Development & Technology to conduct a longitudinal analysis of the elementary school students tutored, hours tutored by TEACH / AmeriCorps students and the number of TEACH / AmeriCorps tutors.

In closing, consideration should also be given to exploring alternative assessment tools for measuring elementary students improvement in reading. Currently, AmeriCorps students are required to administer the LEARNS Literacy Assessment Profile (LLAP). The TRDP grant states that the LLAP instrument "will be used to measure reading improvement in all children, with 75% of all children served demonstrating at least a 10-point increase on the LLAP instrument by the end of the tutoring year." It is difficult to select, even design and develop, any measure of early literacy that is reliable and valid, especially when measuring change is desired. When implementing assessment, consideration must be given to the educational context. For example, since all schools in California have implemented content and performance standards (statements of what students should know and be able to do) and instruction is intended to focus on the standards, assessments should also be directly tied to these standards. Given this, it is recommended that TEACH consider modifying or augmenting the assessments for gauging student progress. For example, results from the statewide assessment system, STAR, might be used in combination with the LLAP, or a modified score from LLAP to make results more informative and useful to the project staff. Other alternative assessments already in use in the district could also be considered. It is recommended that TEACH use two measures for assessing students' reading improvement. In addition to the LLAP assessment, students' reading improvement could also be measured by comparing their SAT-9 scores for the current year, in which they receive

tutoring, to their SAT-9 scores received the prior year. According to TEACH staff member Fashia Skjelstad, another reason for implementing an additional assessment tool to assess reading improvement of elementary students is that the LLAP assessment is not conducive to the Community College system for the following reasons:

1) It is very difficult to train the tutors to use the LLAP.
2) The LLAP is too long to be administered in a single tutoring session, thereby spreading it over a series of sessions that could be used for tutoring.
3) The schools that we partner with are multi-track, year round which creates an environment where the tutors are not able to work with the same students for an entire academic year, yet the students are being assessed with each new tutor placement.

Appendix A: Survey Instrument - COC TEACH / AmeriCorps Student

College of the Canyons TEACH Student Survey

The attached survey is being sent to students who participate in College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **June 15**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. TEACH Program Evaluation

Please indicate your level of satisfaction with the following aspects of the TEACH program at College of the Canyons.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
1. Availability of TEACH staff.	O	O	O	O	O	O
2. Support provided by TEACH staff.	O	O	O	O	O	O
3. Overall preparation you received for tutoring in the elementary schools.	O	O	O	O	O	O
4. Overall preparation you received for your future teaching career.	O	O	O	O	O	O
5. Preparation you received to the CBEST exam.	O	O	O	O	O	O
6. Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training)	O	O	O	O	O	O
7. Information packet distributed at TEACH Orientation.	O	O	O	O	O	O
8. Effectiveness of General Studies 096.	O	O	O	O	O	O
9. Effectiveness of General Studies 105.	O	O	O	O	O	O

10. Please indicate the term (s) in which you have participated in TEACH? Mark all that apply.

- O Fall 2000
- O Spring 2001
- O Fall 2001
- O Spring 2002

11. Please indicate which TEACH activities you have taken part in? Mark all that apply.

- O AmeriCorps
- O CBEST Workshops
- O Conferences
- O CPR Training
- O CSUB Information Sessions
- O Future Educator Club
- O General Studies 096
- O General Studies 105
- O Paraeducator Ladder
- O SCTA Events
- O UC Irvine Summer Workshop
- O None
- O Other (please specify): _____

12. How did you learn about the TEACH program?

- O Direct mailings to your home
- O High School Counselor
- O COC Counselor
- O COC Classroom Presentation by TEACH Staff or Students
- O COC Website
- O COC Schedule of Classes
- O Friend or Family Member
- O Other (please specify):

B. Education and Career Goals

13. What level of teaching most interests you?

- O Elementary (K-6)
- O Junior high (7-8)
- O High School (9-12)
- O Private
- O Adult / College
- O Not planning to teach
- O Other (please specify): _____

14. What school districts are you planning to pursue for employment?

- O Antelope Valley Union H.S. District
- O Castaic Union School District
- O Los Angeles Unified School District
- O Newhall School District
- O Palmdale School District
- O Saugus Union School District
- O William S. Hart Union High School District
- O Not planning to teach
- O Other (please specify): _____

15. What degree to do plan to pursue?

- O Bachelor's (BA / BS)
- O Bachelor's, plus teaching credentials
- O Master's (M.A. / M.S.)
- O Doctorate (Ed.D. / Ph.D.)
- O Other (please specify):_____

16. If you are considering a career in secondary education, please indicate which subject you are most interested in teaching. Mark only one.

- O Art
- O English
- O Foreign Language
- O History
- O Math
- O Music
- O Physical Education
- O Science
- O Special Education
- O Other (please specify): _____

17. Please state your ethnicity

- O African American/Black
- O Asian
- O Caucasian/White
- O Latino / Hispanic
- O Native American/ American Indian
- O Other
- O Decline to state

18. Please state your gender:

- O Female
- O Male

19. Please choose your age from the following categories.

- O 19 or younger
- O 20-24
- O 25-29
- O 30-39
- O 40-49
- O 50+
- O Decline to state

C. Other Information Regarding COC's TEACH Program

20. Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

_____

_____

_____

21. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

_____

_____

_____

22. Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.

_____

_____

_____

If you have any questions regarding the questions and/or intent of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

Thank you for helping us strengthen our programs and improve our services to you!

For immediate information on COC's teacher prep program please contact Alison Hanks-Gebre, Director, TEACH at 661-362-3496 or visit http://www.coc.cc.ca.us/offices/teach/

Appendix A: Survey Instrument – Semi-Structured Interview Sessions & Phone Surveys

High School Future Teachers Club

1. What level of teaching are you most interested in?
2. If you are interested in teaching at the junior high level or higher, what subject most interests you?
3. Briefly describe your Future Teacher Club (e.g., activities, structure, etc.).
4. What factors made you want to join the Future Teacher Club?
5. What makes you want to pursue teaching as a profession?
6. What activities would you like to take part in to help prepare to be a teacher?
7. What resources are available to you at your high school to inform you about COC and the TEACH program?
8. What can COC provide you that would be helpful in your pursuit to become a teacher?
9. COC will be pursuing a partnership with the Hart School District, in which students would be able to concurrently enroll in General Studies 105 and receive service credit for your high school requirement. How many would be interested in taking part in GS 105?
10. How many of you have taken part in the elementary student tutoring opportunity offered in your Future Teacher Club?
11. Are you aware of COC's partnership with CSUB? If not, would be interested in hearing about the partnership?

College of the Canyons AmeriCorps Members

1. Please describe or explain what you have learned from the AmeriCorps program?
2. Was the availability of resources and supplies adequate to meet your needs?
3. Please evaluate the variety of training opportunities made available to you (e.g., workshops, retreats, conferences, etc.).
4. What was the most / least valuable training opportunity to you and why?
5. Please evaluate the interaction and availability of the AmeriCorps staff.
6. Please evaluate how the staff and teachers at your respective elementary schools interact with you.
7. Please evaluate the General Studies courses in their effectiveness to prepare you for tutoring in the classroom.
8. Do you have any suggestions on how the TEACH / AmeriCorps program can be improved?
9. Are there any other comments that you would like to make regarding the TEACH / AmeriCorps program that has not been addressed?

Students Who Terminated the TEACH / AmeriCorps Program

1. What was beneficial about the program?
2. Were there any problems in the program that made it less effective?
3. Why did you stop participating in TEACH?
4. What suggestions or recommendations do you have?
5. What terms were you involved with TEACH / AmeriCorps?

TEACH / CSUB Transfer Students

1. Please indicate the term (s) in which you have participated in TEACH?
2. Please indicate which TEACH activities you have taken part in?
3. How did you learn about the TEACH program?
4. Please tell us what aspects or services offered by TEACH were most beneficial to you and why?
5. What other support or activities could be provided to better prepare COC TEACH students to transfer to CSUB?
6. Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.
7. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

Appendix A: Survey Instrument - TEACH / AmeriCorps Mentor Teacher

AmeriCorps Mentor Teacher SURVEY

The attached survey is for College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program, so that we may better meet the needs of future students and mentor teachers. To accomplish this, we need you to complete this survey and return it in the enclosed envelope by ***June 28****. If you supervise more than one AmeriCorps student, it is not necessary to complete the open-ended questions for each student; however, we would like to obtain information on questions 1-11 for each COC student you work with. Your participation is voluntary and every effort will be made to keep your responses confidential. If you would like to receive a copy of the survey results or information on the TEACH program offered at COC, please contact Alison Hanks-Gebre at (661) 362-3496.*

Thank you in advance for your assistance.

Please use a soft lead pencil or broad-tipped black pen to fill in the answer bubbles. Thank you.

Alison Hanks-Gebre
TEACH Director
College of the Canyons

Mentor Teacher: Please answer the following questions regarding the AmeriCorps student's competencies in the areas identified below by stating the degree to which you agree or disagree with the statements below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension).	O	O	O	O	O
2. Is competent in working with your students.	O	O	O	O	O
3. Makes tutoring sessions enjoyable and interesting for the students.	O	O	O	O	O
4. Comes prepared to your classroom with lessons for the students.	O	O	O	O	O
5. Collaborates with you in planning lessons.	O	O	O	O	O
6. Is reliable and punctual.	O	O	O	O	O
7. Communicates effectively with you and your colleagues.	O	O	O	O	O
8. Effectively helped your students improve their literacy skills.	O	O	O	O	O
9. Understands the literacy level of your students.	O	O	O	O	O

Please answer Yes or No for questions 10 and 11:	Yes	No
10. Do you work directly with one of the AmeriCorps / Team TEACH students?	O	O
11. Is there an "ideal" length of time spent in a room with a student? If yes, please specify: _____	O	O

12. Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers.

13. What can COC AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools?

14. Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness.

15. In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers.

16. Please use the space below to share comments or suggestions about our program or students. Feel free to use the reverse side of this page, if necessary.

Thank you in advance for your time and attention to this important survey.

Please return by June 28 using the post-paid envelope, or mail to:

College of the Canyons, Institutional Development & Technology
26455 Rockwell Canyon Road, Santa Clarita, CA 91355

If you have any questions regarding the questions and/or content of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

Appendix B: ***Response Frequencies - COC TEACH / AmeriCorps Student Summary Counts of Responses***

College of the Canyons TEACH Student Survey

The attached survey is being sent to students who participate in College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **June 15**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. TEACH Program Evaluation

Please indicate your level of satisfaction with the following aspects of the TEACH program at College of the Canyons.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
1. Availability of TEACH staff.	1	0	7	12	10	1
2. Support provided by TEACH staff.	1	0	12	5	11	2
3. Overall preparation you received for tutoring in the elementary schools.	3	1	7	2	3	15
4. Overall preparation you received for your future teaching career.	2	3	6	7	6	8
5. Preparation you received to the CBEST exam.	2	2	2	3	4	19
6. Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training)	1	1	5	7	9	8
7. Information packet distributed at TEACH Orientation.	2	2	5	9	5	7
8. Effectiveness of General Studies 096.	2	2	3	2	1	20
9. Effectiveness of General Studies 105.	0	3	3	2	4	18

10. Please indicate the term (s) in which you have participated in TEACH? Mark all that apply.

3	Fall 2000	**16**	Fall 2001
8	Spring 2001	**24**	Spring 2002

11. Please indicate which TEACH activities you have taken part in? Mark all that apply.

10	AmeriCorps	**9**	General Studies 105
4	CBEST Workshops	**1**	Paraeducator Ladder
3	Conferences	**2**	SCTA Events
2	CPR Training	**2**	UC Irvine Summer Workshop
2	CSUB Information Sessions	**11**	None
5	Future Educator Club	**2**	Other (please specify):See Appendix C
7	General Studies 096		

12. How did you learn about the TEACH program?

9	Direct mailings to your home	**1**	COC Website
1	High School Counselor	**7**	COC Schedule of Classes
5	COC Counselor	**2**	Friend or Family Member
1	COC Classroom Presentation by TEACH Staff or Students	**9**	Other (please specify):See Appendix C

B. Education and Career Goals

13. What level of teaching most interests you?

13	Elementary (K-6)	**1**	Adult / College
7	Junior high (7-8)	**2**	Not planning to teach
10	High School (9-12)	**1**	Other (please specify):See Appendix C
0	Private		

14. What school districts are you planning to pursue for employment?

1	Antelope Valley Union H.S. District	**11**	Saugus Union School District
6	Castaic Union School District	**9**	William S. Hart Union High School District
10	Los Angeles Unified School District	**2**	Not planning to teach
8	Newhall School District	**5**	Other (please specify):See Appendix C
1	Palmdale School District		

15. What degree to do plan to pursue?

7	Bachelor's (BA / BS)	4	Doctorate (Ed.D. / Ph.D.)
19	Bachelor's, plus teaching credentials	0	Other (please specify): See Appendix C
14	Master's (M.A. / M.S.)		

16. If you are considering a career in secondary education, please indicate which subject you are most interested in teaching. Mark only one.

1	Art	4	Math	2	Special Education
4	English	0	Music	2	Other (please specify):
0	Foreign Language	2	Physical Education		See Appendix C
2	History	3	Science		

17. Please state your ethnicity

0	African American/Black	0	Native American/ American Indian
4	Asian	4	Other
18	Caucasian/White	2	Decline to state
4	Latino / Hispanic		

18. Please state your gender:

24	Female
6	Male

19. Please choose your age from the following categories.

10	19 or younger	6	40-49
8	20-24	0	50+
4	25-29	1	Decline to state
3	30-39		

C. Other Information Regarding COC's TEACH Program (See Appendix C)

20. Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

_____

_____

_____

21. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

_____

_____

_____

22. Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.

_____

_____

_____

If you have any questions regarding the questions and/or intent of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

Thank you for helping us strengthen our programs and improve our services to you!

For immediate information on COC's teacher prep program please contact Alison Hanks-Gebre, Director, TEACH at 661-362-3496 or visit http://www.coc.cc.ca.us/offices/teach/

Appendix B: ***Response Frequencies - COC TEACH / AmeriCorps Student Summary <u>Percentages</u> of Responses***

College of the Canyons TEACH Student Survey

The attached survey is being sent to students who participate in College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program. To accomplish this, we need you to complete this survey and return it in the enclosed envelope to the Office of Institutional Development and Technology by **June 15**. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

A. TEACH Program Evaluation

Please indicate your level of satisfaction with the following aspects of the TEACH program at College of the Canyons.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
1. Availability of TEACH staff.	3%	0%	23%	39%	32%	3%
2. Support provided by TEACH staff.	3%	0%	39%	16%	36%	7%
3. Overall preparation you received for tutoring in the elementary schools.	10%	3%	23%	7%	10%	48%
4. Overall preparation you received for your future teaching career.	6%	9%	19%	22%	19%	25%
5. Preparation you received to the CBEST exam.	6%	6%	6%	9%	13%	59%
6. Variety of TEACH activities (e.g., CBEST workshops, CSUB information sessions, CPR training)	3%	3%	16%	23%	29%	26%
7. Information packet distributed at TEACH Orientation.	7%	7%	17%	30%	17%	23%
8. Effectiveness of General Studies 096.	7%	7%	10%	7%	3%	67%
9. Effectiveness of General Studies 105.	0%	10%	10%	7%	13%	60%

10. Please indicate the term (s) in which you have participated in TEACH? Mark all that apply.

9% Fall 2000
25% Spring 2001
50% Fall 2001
75% Spring 2002

11. Please indicate which TEACH activities you have taken part in? Mark all that apply.

31% AmeriCorps
13% CBEST Workshops
9% Conferences
6% CPR Training
6% CSUB Information Sessions
16% Future Educator Club
22% General Studies 096
28% General Studies 105
3% Paraeducator Ladder
6% SCTA Events
6% UC Irvine Summer Workshop
34% None
6% Other (please specify):See Appendix C

12. How did you learn about the TEACH program?

28% Direct mailings to your home
3% High School Counselor
16% COC Counselor
3% COC Classroom Presentation by TEACH Staff or Students
3% COC Website
22% COC Schedule of Classes
6% Friend or Family Member
28% Other (please specify):See Appendix C

B. Education and Career Goals

13. What level of teaching most interests you?

41% Elementary (K-6)
22% Junior high (7-8)
31% High School (9-12)
0% Private
3% Adult / College
6% Not planning to teach
3% Other (please specify):See Appendix C

14. What school districts are you planning to pursue for employment?

3% Antelope Valley Union H.S. District
19% Castaic Union School District
31% Los Angeles Unified School District
25% Newhall School District
3% Palmdale School District
34% Saugus Union School District
28% William S. Hart Union High School District
6% Not planning to teach
16% Other (please specify):See Appendix C

15. What degree to do plan to pursue?

22% Bachelor's (BA / BS)
59% Bachelor's, plus teaching credentials
44% Master's (M.A. / M.S.)
13% Doctorate (Ed.D. / Ph.D.)
0% Other (please specify):See Appendix C

16. If you are considering a career in secondary education, please indicate which subject you are most interested in teaching. Mark only one.

6% Art
22% English
0% Foreign Language
11% History
22% Math
0% Music
0% Physical Education
17% Science
11% Special Education
11% Other (please specify): See Appendix C

17. Please state your ethnicity

0% African American/Black
13% Asian
56% Caucasian/White
13% Latino / Hispanic
0% Native American/ American Indian
13% Other
6% Decline to state

18. Please state your gender:

80% Female
20% Male

19. Please choose your age from the following categories.

31% 19 or younger
25% 20-24
13% 25-29
9% 30-39
19% 40-49
0% 50+
3% Decline to state

C. Other Information Regarding COC's TEACH Program (See Appendix C)

20. Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

21. Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students.

_____

_____

_____

22. Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement.

_____

_____

_____

If you have any questions regarding the questions and/or intent of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

Thank you for helping us strengthen our programs and improve our services to you!

For immediate information on COC's teacher prep program please contact Alison Hanks-Gebre, Director, TEACH at 661-362-3496 or visit http://www.coc.cc.ca.us/offices/teach/

Appendix B: Response Frequencies - TEACH / AmeriCorps Mentor Teacher Summary Counts of Responses

AmeriCorps Mentor Teacher SURVEY

*The attached survey is for College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program, so that we may better meet the needs of future students and mentor teachers. To accomplish this, we need you to complete this survey and return it in the enclosed envelope by **June 28**. If you supervise more than one AmeriCorps student, it is not necessary to complete the open-ended questions for each student; however, we would like to obtain information on questions 1-11 for each COC student you work with. Your participation is voluntary and every effort will be made to keep your responses confidential. If you would like to receive a copy of the survey results or information on the TEACH program offered at COC, please contact Alison Hanks-Gebre at (661) 362-3496.*

Thank you in advance for your assistance.

Please use a soft lead pencil or broad-tipped black pen to fill in the answer bubbles. Thank you.

Alison Hanks-Gebre
TEACH Director
College of the Canyons

Mentor Teachers: Please answer the following questions regarding the AmeriCorps student's competencies in the areas identified below by stating the degree to which you agree or disagree with the statements below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension).	1	4	8	3	1
2. Is competent in working with your students.	1	0	10	6	0
3. Makes tutoring sessions enjoyable and interesting for the students.	1	1	10	5	0
4. Comes prepared to your classroom with lessons for the students.	1	1	9	4	1
5. Collaborates with you in planning lessons.	2	4	7	2	2
6. Is reliable and punctual.	2	1	8	5	1
7. Communicates effectively with you and your colleagues.	1	2	11	3	0
8. Effectively helped your students improve their literacy skills.	1	1	10	4	1
9. Understands the literacy level of your students.	1	5	8	3	0

Please answer Yes or No for questions 10 and 11:	Yes	No
10. Do you work directly with one of the AmeriCorps / Team TEACH students?	15	2
11. Is there an "ideal" length of time spent in a room with a student? If yes, please specify: See Appendix C	9	4

12. Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers. (See Appendix C)

13. What can COC AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools? (See Appendix C)

14. Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness. (See Appendix C)

15. In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers. (See Appendix C)

16. Please use the space below to share comments or suggestions about our program or students. Feel free to use the reverse side of this page, if necessary. (See Appendix C)

Thank you in advance for your time and attention to this important survey.
Please return by June 28 using the post-paid envelope, or mail to:
College of the Canyons, Institutional Development & Technology
26455 Rockwell Canyon Road, Santa Clarita, CA 91355

If you have any questions regarding the questions and/or content of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

BEST COPY AVAILABLE

Appendix B: Response Frequencies - TEACH / AmeriCorps Mentor Teacher Summary Percentages of Responses

AmeriCorps Mentor Teacher SURVEY

The attached survey is for College of the Canyons TEACH program. The purpose of the survey is to obtain information on how we can improve the program, so that we may better meet the needs of future students and mentor teachers. To accomplish this, we need you to complete this survey and return it in the enclosed envelope by ***June 28****. If you supervise more than one AmeriCorps student, it is not necessary to complete the open-ended questions for each student; however, we would like to obtain information on questions 1-11 for each COC student you work with. Your participation is voluntary and every effort will be made to keep your responses confidential. If you would like to receive a copy of the survey results or information on the TEACH program offered at COC, please contact Alison Hanks-Gebre at (661) 362-3496.*

Thank you in advance for your assistance.

Please use a soft lead pencil or broad-tipped black pen to fill in the answer bubbles. Thank you.

Alison Hanks-Gebre
TEACH Director
College of the Canyons

Mentor Teachers: Please answer the following questions regarding the AmeriCorps student's competencies in the areas identified below by stating the degree to which you agree or disagree with the statements below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. Has sufficient knowledge for one-on-one tutoring (phonics, vocabulary building, reading comprehension).	6%	24%	47%	18%	6%
2. Is competent in working with your students.	6%	0%	59%	35%	0%
3. Makes tutoring sessions enjoyable and interesting for the students.	6%	6%	59%	29%	0%
4. Comes prepared to your classroom with lessons for the students.	6%	6%	56%	25%	6%
5. Collaborates with you in planning lessons.	12%	24%	41%	12%	12%
6. Is reliable and punctual.	12%	6%	47%	29%	6%
7. Communicates effectively with you and your colleagues.	6%	12%	65%	18%	0%
8. Effectively helped your students improve their literacy skills.	6%	6%	59%	24%	6%
9. Understands the literacy level of your students.	6%	29%	47%	18%	0%

Please answer Yes or No for questions 10 and 11:	Yes	No
10. Do you work directly with one of the AmeriCorps / Team TEACH students?	88%	12%
11. Is there an "ideal" length of time spent in a room with a student? If yes, please specify: See Appendix C	69%	31%

12. Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers. (See Appendix C)

13. What can COC AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools? (See Appendix C)

14. Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness. (See Appendix C)

15. In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers. (See Appendix C)

16. Please use the space below to share comments or suggestions about our program or students. Feel free to use the reverse side of this page, if necessary. (See Appendix C)

Thank you in advance for your time and attention to this important survey.
Please return by June 28 using the post-paid envelope, or mail to:
College of the Canyons, Institutional Development & Technology
26455 Rockwell Canyon Road, Santa Clarita, CA 91355

If you have any questions regarding the questions and/or content of this survey, please contact Dr. Barry Gribbons, Executive Dean of Institutional Development & Technology at (661) 362-5500.

Appendix C: Text of Open-ended Questions (COC TEACH/ AmeriCorps Student)

Open-ended Question #11:

Please indicate which TEACH activities you have taken part in? "Other" written responses.

Survey #	Response
26	CBEST Preparation

Open-ended Question # 12:

How did you learn about the TEACH program? "Other" written responses.

Survey #	Response
18	Billboard
25	Billboard
30	Billboard
31	Billboards
23	TEACH staff
5	Flyer in mail
13	I searched the web
4	School billboard

Open-ended Question # 13:

What level of teaching most interests you? "Other" written responses.

Survey #	Response
5	Not interested in teaching
29	Special Ed.

Open-ended Question # 14:

What school districts are you planning to pursue for employment? "Other" written responses.

Survey #	Response
1	Catholic school
5	LA Unified
11	Not sure
22	Not sure yet
28	Sulpher Springs

Open-ended Question # 16:

If you are considering a career in secondary education, please indicate which subject you are most interested in teaching. "Other" written responses.

Survey #	Response
1	Religion
3	Voc Ed
5	None

Open-ended Question #20:

Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

Survey #	Response
1	Staff member is great & encouraging
2	Was unable to attend but will next term
4	CBEST prep because I am planning on taking it soon.
5	The game I made in Gen Studies 105 & All the other tools that we learned. Materials were beneficial and activities as well as retreat & conference
9	AC because it really prepares us to be elementary teachers. We can figure out what grade level we want. Gen studies really helps.
11	Availability of services. Future Educator Club-give a chance to discuss variety of issues.
12	CBEST workshop was beneficial because it gave me ideas of how the test is. The book Cracking the CBEST is great to have.
16	The only thing that was beneficial was the info that I was taught by my teacher [teacher's name].
18	Just started but the first time I was there I had one on one contact.

Open-ended Question #20 (continued):

Please tell us what aspects or services offered by TEACH were most beneficial to you and why.

Survey #	Response
19	The most beneficial services are the many opportunities to go to teaching conferences workshops etc. Although I haven't had time to participate that much.
20	Open door policy in the school hall. Flyers in the mail.
22	I really like the workshops that are offered and the information meetings.
23	Some info is given but it would be more beneficial if I received the info more in advance.
24	Workshops - CBEST training - Most beneficial in moving forward.
25	Info. package
26	The CBEST preparation course helped me the most because I felt before the class doubtful about being able to pass the test. Now I am very confident about it.
27	Staff has been great. It gave me information on what I need to become a teacher.
28	I haven't been able to participate in anything so far but I plan on being in General Studies 105.
31	Haven't really found TEACH to be very helpful at all.

Open-ended Question # 21:

Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students. "Other" written responses.

Survey #	Response
1	Don't have [staff member's name] work with students
5	We went into field situation without any idea of what to expect...but program was new & had many kinks but is smoothing out.
9	More prep for AmeriCorps program. More suggestions for lesson plans.
11	None
16	Return phone calls...be better about giving info about what's going on...more organization.
18	N/A
19	More emphasis needs to be placed on secondary teaching because so far most services deal with elementary school teaching only-Please!
20	N/A
22	I didn't know about a lot of the programs & I also didn't receive an info packet. Maybe a stronger outreach program.
23	Need more info and opportunities for future teachers. I seem to have a hard time understanding what is being offered in this program

Open-ended Question # 21 (continued):

Please tell us if there are or were any barriers in the TEACH program and your suggestions to help remove these barriers for current and future TEACH students. "Other" written responses.

Survey #	Response
24	None
26	There were no barriers: it was very helpful.
27	None so far.
30	Maybe offer positions within school districts for Teach students to work and attend college.
31	More emphasis on programs for secondary education teach - future.

Open-ended Question # 22:

Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement "Other" written responses.

Survey #	Response
4	Staff is eager to help in any way needed.
5	Improved communication needed between COC and elementary sites.
7	There were no benefits offered to me through TEACH since I've signed up.
9	We should have one class at a time. Not three...one for each day of the week. It is too many kids to tutor and succeed.
11	Great program with various sources of help!
14	New TEACH member. Not able to participate last semester but look forward to participating in this valuable resource over next 2 years. I'm hoping CSUN will offer single subject credent through COC in next couple of years. What are the chances?
16	Lost the whole semester. No one told me I had a mailbox. In beginning of semester I handed in hrs for tutoring & people sent me all over the place. No one knew what was going on. We began tutoring 2 months late. [See survey for detailed response.]
18	Keep up the good job. Keep sending stuff out.
19	If there are more local conferences or workshop that would be nice. Sometimes the conferences are far away & many days. Hard to attend between classes and work.
20	More follow-ups with the students by phone appt etc.
23	Need to have more accessibility & more chances to be involved. Maybe have a sit-down counseling appt. w/info on the teach program to help students understand all of the requirements involved.
24	Keep up the great program and good work.
26	The TEACH staff was very nice and helpful. They made the experience better.

Open-ended Question # 22 (continued):

Please provide us with additional comments regarding TEACH and / or suggestions you have for program improvement "Other" written responses.

Survey #	Response
30	Weekend/online/CTV classes for adult working students. Something catered to us would be nice.
31	Actively offer help through e-mail or mailings or whatever instead of waiting for student to seek help.

Appendix C: Text of Open-ended Questions (Mentor Teachers)

Open-ended Question # 12:

Please tell us how administrators and teachers can provide better support to AmeriCorps volunteers.

Survey #	Response
1	By having more time to sit and discuss questions concerns and strategies without interruptions.
6	Keep stressing phonemic awareness & phonics at the beginning of school. Read to them.
7	AmeriCorps volunteers need to see positive professional teachers at work & the teachers need to supervise these volunteers. Therefore they should always work in the classroom and not in the hallways.
8	Volunteers can visit various classrooms to see the ways teachers teach. Administrators can meet with volunteers and explain what a good teacher is.
13	Give schedules in advance so volunteers know times and dates and room / teacher placement. Also give all teachers involved the same schedule.
17	Planning time with volunteers.

Open-ended Question # 13:

What can COC AmeriCorps students or College of the Canyons do to improve communication between the college and the elementary schools?.

Survey #	Response
5	Lesson plans - assessment
7	Ask individual teachers - who the AmeriCorps students like and respect - to come to COC and talk with the students as a group! Pay them as professionals.
8	Students report to one person only - I think they do this.
9	I would like a written list of expectations. What is my role as the teacher?
11	This year I did not have any logs or communication with my AmeriCorps students unless I stopped teaching to talk with them. Daily Interactive Journals and time logs would be helpful.
13	Provide teachers with schedule. Maybe exchange phone numbers so volunteers can let teachers know when they will be gone. Sometimes messages don't get through at school.
16	Continue the logs. This year they did not bring writing logs. Maybe because I was sharing their services with other teachers.
17	Email to teachers.

Open-ended Question # 14:

Please describe how the COC students have been effective in your classroom, including what contributes to a feeling of effectiveness..

Survey #	Response
1	Being dependable and consistent with the assistance given to each student - being able to build a relationship with each child.
2	Working one on one with students.
4	AmeriCorps students have had a genuine interest in working with and helping students. They have been willing to work with the most difficult students with great patience.
5	My students looked forward to the teacher coming.
7	Being positive - first and foremost! They need to be observant of teachers and how they are modeling good teaching! They need to be reliable, punctual, and polite!
8	Expansion of literary program and just the special attention to low-performing students.
9	When they come with games & activities that are learning games.
11	Working on basic letter recognition skills and basic foundational skills.
13	Students have shown improvement in areas volunteers have concentrated on.
15	Takes initiative. Flexible. Helpful.
16	It has made a big difference in the students reading ability and confidence to have a person dedicated just to their reading for 30 minutes at a time every time they come.
17	One on one work improving student comprehension.

Open-ended Question # 15:

In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers.

Survey #	Response
2	Have a separate place outside the classroom to work with the students.
4	It would be useful to have planning time with students.
5	Going to the hallway to have quiet independent time would be better than being in the classroom.
6	Don't give up on low students. Keep working with them.
7	See # 13 - They need to talk with teachers - good effective teachers - in classroom settings at COC to talk about what they could do to be more effective with children! And be able to ask lots of questions.
8	Less time with each student at one sitting. No more than 15 minutes a day because they lose too much instructional time with teacher.

Open-ended Question # 15 (continued):

In what ways could the COC students be more effective in your classroom? Please include any interferences or barriers.

Survey #	Response
9	It would be great if the tutors could meet one on one with the teachers to plan and discuss strategies and / or lessons for individual students. Both times I felt that the tutors were thrown into the tutoring situation.
13	Continue working with classroom teacher - asking for suggestions when needed and feeling free to inform the teacher when they have projects they want to try on their own.
16	The more they can be trained by a teacher on teaching reading the better.
17	Classes dealing with communication between student and self.

Open-ended Question # 16:

Please use the space below to share comments or suggestions about our program or students.

Survey #	Response
4	I enjoyed having AmeriCorps students helping in the classroom.
6	Program is worthwhile.
7	AmeriCorps students should meet weekly with other students at COC to discuss what they observe in the classrooms!
8	Students should plan specifically for each day – Mon - vocabulary / sight words. Wed-ready for fluency. Friday-writing to topic.
13	I love this program. The volunteers are dedicated to it and work hard to make a difference that counts.
15	I have enjoyed the students I have had. Thank you!
16	This is a great program! My students really needed all that help.
17	Great program - helps teacher and student.

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